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ABSTRACT

The major dimensions of interlibrary cooperation which have implications for manpower development in librarianship are identified, categorized and described. These dimensions include: (1) the "power budget" of a cooperative; that is, the capability of a cooperative as represented by its structure, resources, and decision-making processes to accomplish its goals; (2) the "domain" of a cooperative--the current and future claims the cooperative stakes out for itself; (3) a cooperative's "opportunities and constraints" such as orientation of director, capabilities of the staff, and the perceived barriers to goal achievement which intervene between a cooperative's power budget and its successful establishment and defense of a domain. Analyses of the aggregate data presented in this report, together with case study information, deal with typologies of library cooperative arrangements, the interrelationships among these dimensions, and the specific factors which affect cooperative development and sustenance. (MF)

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FINAL REPORT
Project No. 07-1084
Contract No. OEC-1-7-071084-5017

INTERLIBRARY COOPERATION

by
Edwin E. Olson
School of Library and Information Services
University of Maryland
College Park, Maryland 20742

September 1970

Part of
A Program of Research into the Identification of Manpower Requirements, the Educational Preparation and the Utilization of Manpower in the Library and Information Profession

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The study reported here was conducted as part of the Maryland Manpower Research Program. While this effort by Dr. Olson is concerned with manpower aspects in the area of interlibrary cooperation, the other studies being conducted treat other factors. The overall project design was conceived to embrace some of the key organizational and behavioral factors relating to manpower need, utilization, and education in library and information services.

The other studies which make up the Maryland Manpower Research Program are being issued as part of this same technical report series. They include the following:

August C. Bolino, SUPPLY AND DEMAND ANALYSIS OF MANPOWER TRENDS IN THE LIBRARY AND INFORMATION FIELD

Mary Lee Bundy and Paul Wasserman, LEADERSHIP FOR CHANGE: The Academic Library Administrator and His Situation; The Public Library Administrator and His Situation; The School Library Supervisor and Her Situation; The Special Library and Information Center Specialist and His Situation.

Robert Presthus, TECHNOLOGICAL CHANGE AND OCCUPATIONAL RESPONSE: A STUDY OF LIBRARIANS

Stanley J. Segal, PERSONALITY AND ABILITY PATTERNS OF LIBRARY AND INFORMATION SERVICE WORKERS

J. Hart Walters, IMAGE AND STATUS OF THE LIBRARY AND INFORMATION SERVICES FIELD

Rodney F. White, EDUCATION, CAREERS, AND PROFESSIONALIZATION IN LIBRARY AND INFORMATION SCIENCE

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TABLE OF CONTENTS

	Page
List of Tables	vi
Acknowledgments	viii
Preface	ix
Summary	x
Chapter 1 INTRODUCTION	
Context of Study	1
Pressures for Cooperation	1
Variations in Cooperation	1
Problems in Library Cooperation	2
Manpower Implications of Cooperation	2
Objectives of Study and Scope of Report	3
Theoretical Model	4
Cooperative Power Budget	4
Cooperative Domain	6
Opportunities and Constraints	7
Methods	7
Definition of Library Cooperative	7
Identification of Universe of Cooperatives	8
Sampling Public Library Cooperatives	9
Development of Questionnaires	10
Response Rate	11
Analysis Procedures	12
Chapter 2 COOPERATIVE POWER BUDGET	
Structural Characteristics	14
Membership	14
Geographic Area	16
Formal Organization	18
Resources	21
Budget	21
Staff	22

Page

Decision Process. 23

Source of Decisions. 23
Autonomy of Members. 25
Influence on Members 26
Conflict Resolution. 27

Chapter 3 COOPERATIVE DOMAIN

Reasons for Cooperative Developments. 29

Initiators of Cooperative 30

Organization for Service. 31

Arrangements Between Parent Institutions 33
Arrangements with Other Organizations. 33

Current Goals 34

Desired Changes 38

Short-run Changes. 38
Long-term Changes. 40
Changes in Services. 41
Budget Changes 44
Change in Number of Members. 46

Expected Outcomes 46

Chapter 4 OPPORTUNITIES AND CONSTRAINTS

Barriers to Cooperation 49

General Barriers 49
Obstacles to Change. 52
Obstacles to Expansion of Services 53
Obstacles to Obtaining Support from Members. . . . 54
Obstacles to Increasing the Number of Members. . . 55

Staff Development 56

Qualities Needed for Cooperative Work. 57
Important Personal Qualities 58
Recruitment Activity 59
Turnover 62
Training 62

Page

Director 65

Age, Sex, Education 65
Work Experience 66
Occupational Identification. 67
Appeal of Present Position. 68
Occupational Values 69
Attitudes Toward Role 71
Preparation for Role. 73
Role of Research. 76

Chapter 5 CONCLUSIONS

Power Budget 78

Domain 79

Opportunities and Constraints. 79

Implications for Manpower Development. 80

Appendix A. 82

Appendix B. 107

Appendix C. 133

Bibliography. 137

LIST OF TABLES

Table		Page
1.	Completion and Response Rates	13
2.	Type of Libraries Currently in Universe of Cooperatives (Omitting Cooperatives which have only Public Libraries)	15
3.	Type of Libraries which are Eligible for Membership	15
4.	Age of Cooperative	16
5.	Region	16
6.	Largest Area Presently Served by Cooperative	17
7.	Means of Binding Members Together	18
8.	Policy on Withdrawal of Members	19
9.	Major Source of Support: Source Providing the Most Support in 1969 (Actual Dollars and Dollar Value of Resources and Services)	21
10.	Major Source of Support by Type of Library in Cooperative	21
11.	Total Number of Staff in 1969 (Full-time Equivalents)	22
12.	Source of Major Cooperative Policy Decisions (e.g. Setting Priorities or Approval of Cooperative Projects)	24
13.	Most Influential Person or Group in Making Policy	25
14.	Percentage of Agreement Required for Policy Decisions	26
15.	Influence on the Activity of Members	27
16.	Principal Factors or Events which Led to the Formation of the Cooperative	29
17.	Persons and Organizations or Agencies Primarily Responsible for Getting Cooperative Started	31
18.	Flow of Service Pattern	32
19.	Cooperative Arrangements Between Parent Institutions of Member Libraries	33
20.	Cooperative Goals and Purposes	34
21.	Indirect User Services	36
22.	Cooperative Support Services	37
23.	Short-Run Changes Desired by Director: Specific Change Categories	39
24.	Long-Run Changes Desired by Director: Specific Change Categories	40
25.	Persons or Groups Advocating New Services	42
26.	New Services Advocated	43
27.	Budget Expansion and Change in Bases of Support	45
28.	Expansion of the Number of Members	46
29.	Most Likely Outcome of Library Cooperation	47
30.	Probability of Goal Achievement	48
31.	Probability of Dissolution of Cooperative	48
32.	Barriers to Effective Interlibrary Cooperation	50 & 51
33.	Prospects of Accomplishing Short-Run and Long-Run Change Goals and Barriers to Desired Changes	53
34.	Obstacles to Obtaining More Support From Members	55
35.	Obstacles to Increasing Number of Members	56

Table | Page

36. Attitudes Toward Recruitment for Librarianship 57
37. Important Personal Qualities Needed for Library Cooperation Work 59
38. Type of Professionals Currently Being Recruited. 60
39. Experience or Education Required for Current Unfilled Professional Positions 61
40. Reason Vacant Positions are Unfilled 61
41. Special Training or Experience of Professional Staff to Prepare them for Serving in Library Cooperatives 63
42. Role of Library Networks in Training Persons for Library Cooperation Activities 63
43. Role of Library School in Training Persons for Library Cooperation Activities 64
44. Formal Library Science Education 65
45. Formal Education Beyond Bachelor's Degree in Non-Library Field. 66
46. Previous Full-Time Library Positions Held by Administrator. 66
47. Non-Library Work Experience Since Graduation from College. 67
48. Director's Occupational Identification 68
49. Occupational Appeal of Library Networks VS. Large Private Business Compared to Similar Ratings by Federal Government Executives--Mean Ratings of Statements on a 10-Point "Agree-Disagree" Scale; the Higher the Score, the More Agreement 68
50. Attitude Toward Making Job Change in the Near Future . . 69
51. General Occupational Values--Average (Mean) Ratings of "Occupational Value" Statements on a 10-Point "Agree-Disagree" Scale; the Higher the Score, the More Agreement. 70
52. Factors Considered Prior to Making a Job Change. 70
53. Reasons for Becoming Involved in Library Cooperation . . 71
54. Positive Aspects of Administrator's Role 72
55. Aspects of Professional Education and Training Most Useful in Library Cooperation. 74
56. Major Inadequacies in Professional Education and Training for Library Cooperation 75
57. Research Activities Advocated by Director. 76

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The directors of the organizations studied deserve special recognition for their extraordinary cooperation in this study by conscientiously completing the two questionnaires.

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PREFACE

According to the report of the National Advisory Commission on Libraries, the library profession has been slow to agree upon the kind of education or training needed for the various specializations of librarianship, the changing requirements of library management, and for the evolving role of the library.[1] This uncertainty about the manpower requirements of the future presents a major problem for providing "adequate trained personnel for the varied and changing demands of librarianship".[2] Without a better understanding of the future specialized and managerial functions librarians will have to perform, it is quite difficult to plan solutions for the profession's manpower problems.

A major purpose of the entire Manpower Research Project was not only to describe the current roles and manpower problems of the field, but also the prototypes which are emerging and the readiness of the field to change. As the final study to be formulated in the Manpower Research Project, this study was designed to cover many of the aspects which were being pursued in other Manpower studies in one potentially innovative area in librarianship--interlibrary cooperation. It was believed that a study of one of these phenomena would significantly add to the effort of the Manpower project, in order to discern the readiness of the current institutions and manpower in the field to deal with the emerging issues and institutions and to analyze the manpower implications of these new developments.

Presumably some of the findings about interlibrary cooperation will be applicable to other evolving issues and institutions, such as: the development of information centers, library services for special clientele groups, or innovations in the publishing industry. The manpower problems and potentials in the area of interlibrary cooperation should provide important clues about the ability of the field to respond to and prepare for new roles in these other innovative areas.

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1 National Advisory Commission on Libraries, "Library Services for the Nation's Needs: Toward Fulfillment of a National Policy," ALA Bulletin (January, 1969), p. 84.

2 Ibid.

SUMMARY

The idea of library cooperation, although a familiar concept in librarianship, has the potential of redefining a significant portion of the library and information service profession's requirements for manpower, including educational preparation for roles more appropriate for cooperative ventures as well as the future utilization of manpower in library systems.

The major objective of this report is to identify, categorize, and describe the major dimensions of interlibrary cooperation which have implications for manpower development in librarianship. These dimensions include: (1) the power budget of a cooperative; that is, the capability of a cooperative as represented by its structure, resources, and decision-making processes to accomplish its goals; (2) the domain of a cooperative--the current and future claims the cooperative stakes out for itself; (3) a cooperative's opportunities and constraints such as orientation of director, capabilities of the staff, and the perceived barriers to goal achievement which intervene between a cooperative's power budget and its successful establishment and defense of a domain.

For the purpose of this study, interlibrary organizations are those which include three or more administratively independent, regionally proximate libraries engaged in mobilizing or sharing resources to carry out one or more traditional library functions. The directors of 89 cooperatives meeting this definition completed two questionnaires, one on the current services of the cooperative and the other on the power budget, the intervening variables, and the organizational goals. The final response rate, after excluding those organizations which did not meet the above definition, or which failed to complete both questionnaires, was 75%

The nature of power budgets which are available to library cooperatives varies widely, however, in general they are inadequate and permit the cooperative to play only a minimal leadership role in setting goals, resolving conflicts, and mobilizing resources. Accordingly, the cooperatives' concern about establishing a domain is limited to improving their power budgets, that is, the means of cooperation. The ends of cooperation seem to be to assist the member libraries in accomplishing their own goals, rather than to move the whole aggregation of libraries toward substantially different goals.

A number of variables intervene between the resources of power which a cooperative may have and its successful deployment of those resources in the establishment and maintenance of its domain. In particular, the directors cited the fear of loss of autonomy by the member libraries, inadequacies in the training of the cooperative director and staff, and other administrative, legal, political, and manpower problems. Problems of technology were mentioned by only a few directors.

Significant changes are needed in the education and training of persons preparing to enter librarianship and in the further education of persons already in the field. Training is especially needed in the principles and techniques of building inter-organizational structures, communication linkages, mobilization of resources, decision-making, and problem-solving.

The development of cooperative structures seem to be a response to changes in the environment, but there is not a parallel development of the persons who will be able to effectively develop and operate these structures.

Further analyses of the aggregate data presented in this report, together with additional case study information, will deal with typologies of library cooperative arrangements, the interrelationships among these dimensions, and the specific factors which affect cooperative development and sustenance.

Chapter 1

INTRODUCTION

CONTEXT OF STUDY

Pressures for Cooperation

There are many sources of pressure which are pushing librarians in the direction of new organizational forms such as cooperatives. The mounting costs of library services are viewed by many university administrators, community leaders, corporation executives, school superintendents, etc. as disproportionate to the benefits libraries provide. The rapid expansion of literature seems to call for new methods of acquiring, processing, and retrieving documents which are too sophisticated and costly for one library acting alone, and new tools to handle these methods such as the computer are available to librarians who are without adequate perspectives, training, or methods to evaluate their usefulness. In addition is the pressure from federal and state governments of promised rewards for those who are willing to venture cooperatively.

Variations in Cooperation

The idea of interlibrary cooperation assumes that few libraries can be self-sufficient and that most libraries are (or should be) interdependent in pursuing their goals. Theoretically, cooperative arrangements permit individual libraries to narrow their scope, develop resource and service specializations, and link together with other libraries in increasingly more sophisticated networks and systems.

At one extreme there are formal library cooperative ventures with paid staffs and program plans which may have the potential of ultimately dissolving the autonomy of the individual component libraries. This could occur, for example, when the components become branch libraries whose decisions are made centrally. At the other extreme, common programs are developed only if the autonomy of the individual library is preserved; an example is interlibrary loan programs which leave compliance to the discretion of the lending library.

Many of the new cooperative ventures are limited to libraries of the same type, a trend which causes concern for those who believe that cooperation among the academic, public, school, and special libraries of a community would result in greater economy and service. One librarian at the state level describes the single-type-of-library developments as "new empires".

> The development of public library systems is well advanced, regional media centers for schools are in early stages of development, and associations of academic libraries have begun to multiply rapidly in a climate favorable to inter-

library cooperation. Unless there is a quick counter-revolution, the new empires will be established.[1]

Problems in Library Cooperation

In cooperatives of all kinds, according to Thomas Minder, there is the problem of a lack of design information to create a workable cooperative system. Instead of pushing on to solve the issues that led to cooperation, "the librarian finds himself trying to solve a new problem called 'cooperative library system development'."[2] A problem is that little is known about the factors which inhibit the effective development of library cooperatives or about the consequences of such cooperation.

Opinions and myths about the factors which are important in the development and sustenance of cooperatives abound, while facts and procedures which can lead to rational development are quite scarce. Workers in the field are demanding better information about library cooperation on which they can make improved planning decisions.

Unresolved at this time are a host of questions on these and other matters: the new library structures and administrative methods; social and political conflicts about the new forms of service; the technical problems inherent in cooperation; definition and explication of the kinds of services which are (and are not) possible through cooperatives; evaluation and measurements of the costs and benefits of networks; the place of the user in the system; and problems of interfacing among the system components.

It appears that regardless of the technology employed or the specific projects undertaken by networks (common acquisitions, storage, circulation, etc.) which provide tangible benefits to their members, the good will of the members is an insufficient force to bind them together. The philosophical, political, social, economic, and managerial foundations of networks need to be explored so that research and development in these areas can proceed at least as rapidly as the technical aspects.

Manpower Implications of Cooperation

The idea of library cooperation, although a familiar concept in librarianship, has the potential of redefining the library and information profession's requirements for manpower, including the educational preparation for roles more appropriate for cooperative ventures and the future utilization of manpower in library systems.

Traditionally trained librarians will be required to undertake more specialized and technical roles required by network functions. New

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1 Jean Legg, "Coordinating Library Services Within the Community", American Libraries (May, 1970) p. 463.

2 Thomas Minder, "Organizational Problems in Library Cooperation", Address before the N. Y. Library Association, mimeographed, (November 18, 1968) p. 4.

in-service training programs, manpower experiments and demonstrations, library school curriculum reform, and new hiring standards are some of the means for adjusting the manpower supply to meet the manpower demands brought on by networks.

Unfortunately, we know little about the kinds of manpower resources we presently have in library networks or what will be required in the future. We do know that automation is having an impact on library operations and that certain technical skills are in short supply, but we do not know which shifts in manpower requirements are short-run and which are long-term changes. In particular, library networks may require updating of skills in the areas of research, development, and design. Tom Minder has characterized the kind of person needed for cooperative ventures in this fashion:

> Participants in cooperative ventures should approach their problems with open-ended techniques, open-mindedness, and a flexibility that is characteristic of scientific research and development. They should approach their supporters with the conviction that their goal is good and perhaps inevitable yet acknowledge that the path to success is uncertain. Failures, time-delays, and costly experiments are to be expected. These characteristics may appear to be weaknesses to the operation's man -- but they are basic to the R/D man.[1]

OBJECTIVES OF STUDY AND SCOPE OF REPORT

The major objectives of the overall study are:

(1) to identify and categorize the major dimensions of interlibrary cooperation which have implications for manpower development in librarianship;

(2) to describe the distribution of these dimensions among the existing interlibrary cooperatives;

(3) to develop typologies of library cooperative arrangements utilizing these dimensions;

(4) to explore the interrelationships among these dimensions and their relationships to cooperative development and sustenance.

In this report only the first objective is fully accomplished: the major variables which have implications for manpower development are identified and explained. The second objective is partially accomplished in that data are presented which describe the existing interlibrary cooperatives in terms of these variables. However, the data are largely the results of the quantitative analysis for the total aggregate of cooperatives surveyed meeting the definition described on p. 7. The second objective can not be fully accomplished until the third objective of

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1 Minder, op. cit., p. 4.

typology development is completed since the data for the total aggregate cannot be disaggregated until meaningful typologies of the library cooperative arrangements have been developed. Additional statistical analyses of the data base as well as additional qualitative case studies are anticipated to further complete the second objective and objectives three and four.

On the basis of the descriptive information presented in this report, tentative conclusions about manpower development are presented.

THEORETICAL MODEL

The major dimensions of the interlibrary phenomenon which are identified in this study and their hypothesized relationships are indicated in Figure 1. These dimensions are: cooperative power budget (structure, resources, decision-process); opportunities and constraints (orientation of director, perception of barriers, staff development, environmental characteristics); and cooperative domain (current and future).

The model assumes that there is a significant linkage between the claims that a cooperative stakes out for itself, that is, its domain, and the adequacy of a cooperative's resources of power. Other variables, however, undoubtedly intervene and affect this hypothesized relationship.

Cooperative Power Budget

The first major dimension studied includes the bases of power of the cooperative systems and whether they have what Norton Long calls a sufficient "power budget" to accomplish their stated aims.[1] For example, do cooperatives have the structures, resources or decision processes to make significant decisions about resource allocations? Are the involved parties committed to cooperative goals? Do the personnel have sufficient technical knowledge or skills to initiate and carry out a program and mobilize necessary support? Do cooperatives have sufficient incentives for recruiting the kinds of people they need? Is the economic base of the cooperative under its control? Is the level of popular, professional, or political support sufficient to sustain the cooperative in times of conflict?

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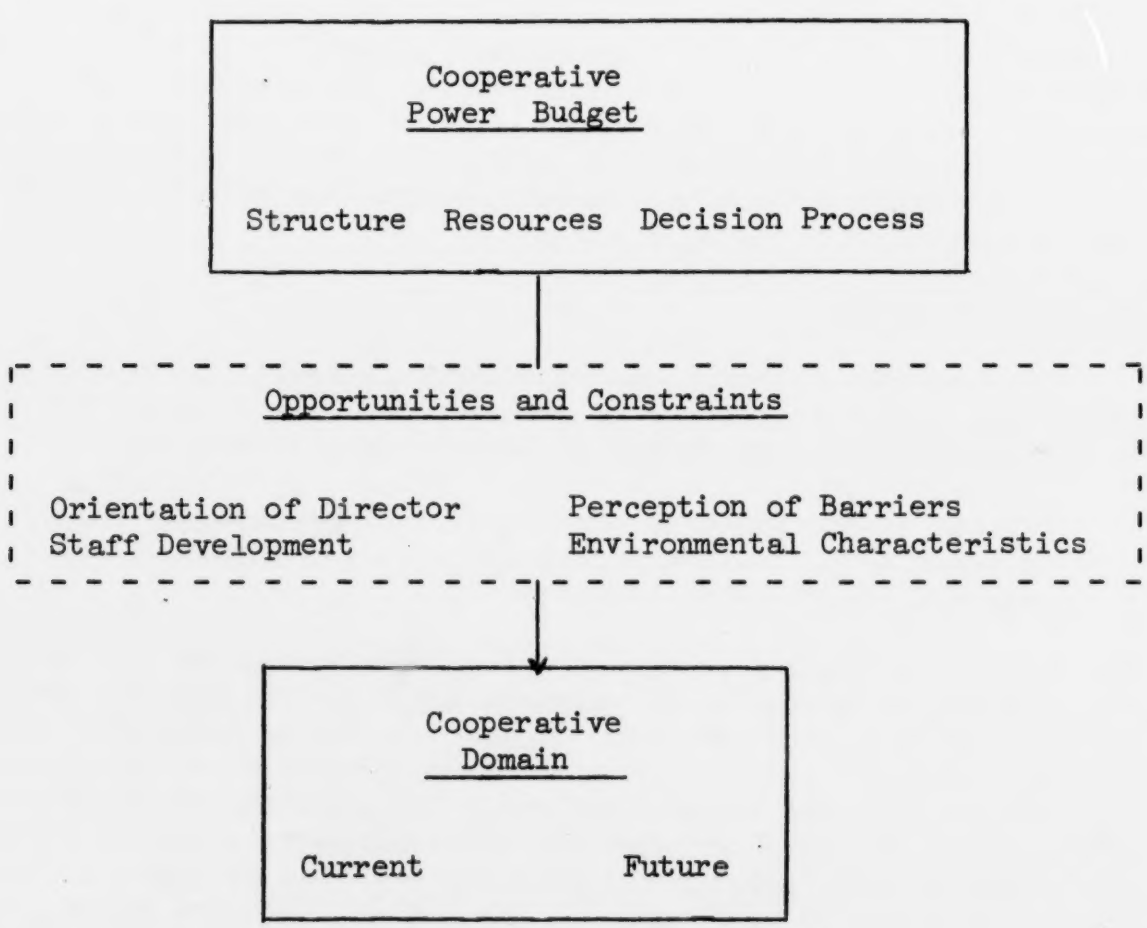
1 "Analysis of the sources from which power is derived and the limitations they impose is as much a dictate of prudent administration as sound budgetary procedure. The bankruptcy that comes from an unbalanced power budget has consequences far more disastrous than the necessity of seeking a deficiency appropriation." Norton E. Long, "Power and Administration", in The Polity, Chicago: Rand McNally & Co., 1962, p. 52.

Figure 1

SCHEMATIC MODEL



It is not clear where the locus of library and information service planning effort will be in the future. The local libraries, private interest groups, the Federal government agencies, university-based library schools, and other public or private organizations are all contenders for leadership roles. However, since power is dispersed throughout many organizations and occupational groups, it is likely that no single component will be able to carry out the planning that is required to mobilize the critical resources of power in a particular region or state. The power budget must be sufficient for the job which has to be done, and perhaps only interlibrary cooperatives will be able to bring together sufficient resources of power.[1]

Cooperative Domain

The concept of organizational domain is useful to facilitate aggregation and comparison of the diverse goals of interlibrary cooperatives.[2] As defined by Levin and White, an organization domain is:

> "...the claims which an organization stakes out for itself in terms of (1)...range of products... (2) population served, and (3) services rendered.[3]

The claim of a library cooperative about its resources and services which are received or shared by its members comprise its domain. Using some of the methods of policy analysis, it is possible to categorize and measure, at least crudely, the current and future domains of cooperatives. The emphasis is upon the operational goals and policies of the organization. Measurements are taken of what the cooperative is actually trying to do. For example, some cooperative goals may serve to maintain the existing system of values or life-style of its member libraries while others may have the potential of significantly changing those values.

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1 A good discussion of such concerns in the health field is in Ray H. Elling, "The Shifting Power Structure in Health," The Milbank Memorial Fund Quarterly, XLVI (Jan., 1968, part 2), pp. 119-143.

2 The usefulness of organizational domain theory as applied to library cooperation is described by Elaine F. Sloan in an unpublished paper, "Toward an Understanding of Library Cooperatives as Organizations", School of Library and Information Services, University of Maryland, February, 1970.

3 S. Levin and P. E. White, "Exchange as a Conceptual Framework for the Study of Inter-Organizational Relationships", Administrative Science Quarterly, vol. 5, 1961, p.6.

Opportunities and Constraints

The principal variables included in the study which may intervene between the cooperative power budget and the successful establishment of a domain are (see Figure 1) the orientation of the director, the perception of barriers to goal achievement, and staff development.[1] These intervening variables may provide either a constraint or an opportunity for the cooperative.

METHODS

Definition of Library Cooperative

The characteristic determinates of the library cooperatives which were to be included in the analysis evolved during the course of the study. At the outset, since we did not want to omit any innovation in cooperation, our definition of an interlibrary cooperative was extremely broad. It was:

> Three or more institutions organized for the purpose of interlibrary cooperation and system development and concerned with one or more traditional library functions, including any organization which is designed to bring about such cooperation and system development.

Our strategy was to cast a wide net and refine the definition of the cooperatives after preliminary analysis of the data for the responding organizations. We assumed that a number of the organizations for which we collected data could be aggregated for quantitative analysis; the others would be treated on a case study basis.

After preliminary tabulation of all the returned questionnaires, we decided to aggregate and compile quantitative information for those organizations which met this definition:

> Interlibrary organizations which include three or more administratively independent, regionally proximate libraries engaged in mobilizing or sharing resources to carry out one or more traditional library functions.

It is necessary to explain our rationale for each part of the definition:

1. Interlibrary organizations. This term was interpreted in the broadest sense. It includes library networks which are linked together by a flow of communications, services or resources such as reference

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1 In future analyses of these data, environmental characteristics such as parent institutions, community, state, and user group data will be included.

networks or interlibrary loan networks. It also includes organizations (some of which are very loosely structured) which are joined together to improve their user or technical services or to cooperatively engage in building resources but which do not have a flow of services or resources. Examples of the latter are some academic library consortia. As a shorthand term, we use "cooperatives" to describe both kinds of organizations since the term "network" would exclude the latter organizations.

2. Administratively independent. The individual libraries in the cooperatives included in this definition have authority to set their own goals even though some cooperatives expect their members to orient their individual goals toward the well-being of the cooperative, at least to some extent. The individual libraries are essentially autonomous and are unlike, for example, unitary library systems (such as a central library with branches) where major decisions and authority rest at the top of the structure. These unitary systems are excluded from the study.

3. Regionally proximate. By this criterion we excluded national networks which are quite different from regional, state, or local networks and can be appropriately handled only on an individual case basis.

4. Three or more libraries. This criterion was imposed because previous research in the social and organizational sciences indicated that the problems of cooperation between two organizations are qualitatively quite different from the problems of cooperation among three or more. Also, we assumed that a number of libraries have transactions with other specific libraries for a variety of reasons.

5. Engaged in mobilizing or sharing resources. The cooperatives included in the quantitative analysis are all operational; that is, they are currently engaged in cooperative activity. Any organization which was only in the planning stages was omitted from the aggregate. Further, the principal activities of the cooperatives involve conserving or distributing resources of some kind.

6. Carry out one or more traditional library functions. Only cooperatives which have domains directly related to performing traditional library functions are included in the quantitative analysis. These functions are broadly interpreted, but, for example, a cooperative which exists solely for the purpose of making films for distribution by public libraries is excluded from the aggregate. Similarly, any cooperative arrangement which only produces materials for libraries (e.g. cooperatives of publishers) is excluded.

Identification of Universe of Cooperatives

There were no accurate available lists of the universe of cooperatives which could be used for sampling in this study, and compiling a

listing of the universe of cooperatives in the 50 states and Canada was impossible with the resources available. A compromise solution was to enumerate a list of cooperatives from three major sources: (1) news items in the national library journals over the past five years; (2) a file of library network information developed by Joseph Becker and Wallace Olsen at EDUCOM; (3) listings of cooperatives in 36 states provided by the state librarians in each state.[1]

Until a future study definitively enumerates the universe of cooperatives, we cannot make absolute claims about the completeness of the list compiled from these sources. However, the following two aspects of the study diminish the seriousness of the problem of identifying the universe.

1. Since our quantitative analysis is limited to operating cooperatives, it is unlikely that the EDUCOM file or the lists provided by state librarians would have many omissions.

2. The purpose of the study is not to project our findings to the universe of cooperatives. Our purpose in the quantitative analysis is to identify and test relationships between important dimensions of cooperative activity and to discern their implications for manpower development in librarianship. For this purpose, it is only necessary that the cooperatives included in the analysis be drawn from the universe without a systematic bias. We believe we have met this requirement.

By these procedures, we were able to identify 93 organizations which appeared to be library cooperatives, exclusive of the many public library systems. Previous research on public library systems by Nelson Associates indicates that there are over 400 of these systems.[2]

Sampling Public Library Cooperatives

Although there were sufficient study resources to survey the 93 organizations which were not exclusively public library systems, the large number of public library systems required sampling.

A judgmental sample of the public library cooperatives was drawn instead of a probability sample for two reasons: (1) The purpose of the study was not to describe the universe of any particular kind of library cooperatives, but rather to identify relationships among the important dimensions of the cooperation phenomenon. To accomplish this objective it was more important to include unique or innovative cooperatives than "typical" ones. A judgmental sample allowed us to sample more

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1 The listings from the state librarians were in response to requests from the author and by Mary Lee Bundy as part of the Executive Study of the Manpower Project.

2 Nelson Associates, Public Library Systems in the United States, Chicago: American Library Association, 1969.

of the atypical public library cooperatives. (2) An accurate listing of public library cooperatives was not available. The Nelson Associates study, for example, drew their list of public library systems from the ALA Directory (25th edition) which lists libraries whose names suggest that they cross jurisdictional lines. This listing includes unitary systems as well as cooperative systems and may not include cooperative systems whose names do not appear to be multi-jurisdictional.

A judgmental sample of 30 public library cooperatives was drawn from the library literature and from the lists furnished by the state librarians which met these criteria:

1. Articulated goals which were unique for public libraries.

2. Cooperative (not-unitary) structure.

3. Funding mode other than strictly state or federal.

4. Established realtionships with other kinds of libraries (academic, school, or special).

In addition, the judgmental sample was geographically dispersed throughout the country. For example, if a number of public library systems in one state appeared to be similar in terms of the four criteria, not all of the systems were selected. To increase the number of public library cooperatives, we selected an additional 38 systems on a random basis from the index of Regional Library Systems in the American Library Directory 1968 - 1969[1]. Thus, a total of 68 public library systems was drawn.

Development of Questionnaires

In the preliminary stages of research, several activities helped modify the dimensions of study; (1) exploratory interviews with persons knowledgeable in the area of interlibrary cooperation, including eight directors; (2) a review of the literature in the field and in related social science areas; (3) attendance at meetings of directors of library cooperatives organized by Thomas Minder at the ALA midwinter meeting in Washington, 1969 and the annual ALA meeting in Atlantic City, 1969.

Two data collection instruments were developed:

(1) Interlibrary Cooperative Service Policies Questionnaire which obtained information on the current function of the cooperative (Appendix A).

(2) Interlibrary Cooperative Administrators Questionnaire which obtained information about the cooperative power budget, the intervening variables, and goals of the organization (Appendix B).

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1 N. Y.: Bowker, 1968, pp. 1039 - 1041.

Both questionnaires were designed to be completed by the cooperative director, although the Service Policies Questionnaire could be completed by a staff member. The questionnaires were developed separately for two reasons:

(1) the questions requiring enumeration of the policies of the cooperative were numerous enough to comprise a single questionnaire;

(2) the respondents were requested to grant permission for publication of the detailed information obtained in the Service Policies Questionnaire, whereas confidentiality was assured for information obtained in the Administrator's Questionnaire.

The starting-point for the development of the service policy questionnaire was the "Inventory of Services to Other Libraries" which was originally developed by the Institute for Advancement of Medical Communication for use by trained interviewers in a survey of libraries that serve as major "back-up" resources in the national medical library system.[1]

The instrument, which was an inventory of the services a library offers to other libraries, was revised with the aid of Vern M. Pings and Jane B. Robbins and made suitable for determining the major functions of library networks since they are analogous to a back-up or reservoir library serving only libraries.

Response Rate

Questionnaires were sent to 161 organizations which were potential library cooperatives (See Table 1). As described in the preceding section, 68 were cooperatives whose members were exclusively public libraries and 93 were cooperatives whose members were academic, school, or special libraries or some combination of some or of all four types of libraries.

Complete usable responses were received from 131 organizations for an overall completion rate of 81% (See Table 1); 12% did not provide any response; 5% returned only one questionnaire or provided incomplete data and 2% refused to participate.

As described above, organizations not meeting our definition of a cooperative were excluded from this report. In total, 42 organizations were excluded principally because they were unitary systems (the member libraries were not administratively independent) or because they were in a planning or formative stage and had not begun operations. A few organizations had only two member libraries or were not engaged in a

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1 This instrument is described in "Standardized Inventories of Library Services, "Richard H. Orr, Vern M. Pings, Edwin E. Olson, and Irwin H. Pizer, Bulletin of the Medical Library Association, 56 (Oct., 1968), pp. 400 - 402.

library function. Some of those responding had merged with another network or had ceased operations.

The final response rate, after excluding those organizations not meeting the definition, was 75%.

Analysis Procedures

The returned questionnaires were edited, coded, keypunched and transferred to magnetic tape for processing on the UNIVAC 1108 with available statistical programs. The code categories for open-end questions were developed out of the hypotheses of the study and from the empirical evidence from a sample of 20 completed questionnaires.

All coding and keypunching was 100% verified. The inter-coder agreement on the open-end questions was well over 90%. Coding error of the closed-end questions and keypunching error was negligible. The major source of error in the study is respondent error or response variation because of problems in interpreting some of the questions in the questionnaire. Answers to questions obtaining interval data which deviated beyond 3 standard deviations were verified by comparing the responses with other available information or by telephoning the respondents.

Table 1 COMPLETION AND RESPONSE RATES

	Col. 1 No. in original mailing	Col. 2 No. not responding or providing only partial data	Col. 3 No. responding	Col. 4 Completion rate (Col. 3 ÷ Col. 1)	Col. 5 No. not meeting definition	Col. 6 No. eligible (Col. 1 ÷ Col. 5)	Col. 7 No. meeting definition (Col. 3 ÷ Col. 5)	Col. 8 Response rate (Col. 5 ÷ Col. 3)
Library cooperatives excluding public library cooperatives	93	18	75	80%	21	72	54	75%
Public library cooperatives	68	12	56	82%	21	47	35	74%
Total	161	30	131	81%	42	119	89	75%

Chapter 2

COOPERATIVE POWER BUDGET

The basic concern of this chapter is whether or not interlibrary cooperatives have sufficient power budgets to accomplish their current operational goals and to enlarge their domain if that is a goal. Cooperatives may be forums which have enough common understandings, sufficient levels of concern, information systems and sufficient resources of power for important decisions about resource allocations and innovations. Or, cooperatives may be paper conveniences for their members who surrender few or no perogatives to the cooperative.

To completely assess a power budget of a library cooperative one would need to inventory all of the resources of power devoted to the cooperative components of the organization and to compare these resources with those available to the individual members of the cooperative, including the top leadership in the parent institutions. In this project, however, it was necessary to identify only some of the more important characteristics of the power budget which would be sufficient for constructing a power budget typology and an index or score for each cooperative surveyed.

STRUCTURAL CHARACTERISTICS

The principal structural characteristics of the networks studied were their memberships, geographic areas, and formal organizations.

Membership

Although it is not claimed that the cooperatives surveyed are representative of the universe, it is interesting to note the composition of the cooperatives by the type of libraries which are members. Excluding those which have only public libraries as members, the most common type of cooperative includes three different types of libraries (See Table 2). Almost half of those included in the study have a combination of three kinds of libraries as members, the most common type being a combination of academic, public and special libraries (36%). A third of the cooperatives have only one type of library, the most common being academic cooperatives (27%). Cooperatives with two types of libraries comprise about 1/5 of the "universe" whereas cooperatives including all four types of libraries represent less than 10% of those studied.

Table 2 TYPE OF LIBRARIES CURRENTLY IN UNIVERSE OF COOPERATIVES
(Omitting Cooperatives Which Have Only Public Libraries)

(N=55)	Percent	
One Type of Library		
Academic	27	
School	2	
Special or information centers	2	
Subtotal		31
Two Types		
Academic and public	5	
Academic and special	9	
Public and school	2	
Public and special	2	
Subtotal		18
Three Types		
Academic, public and school	4	
Academic, public and special	36	
Public, school and special	4	
Subtotal		44
Four Types	7	
Subtotal		7
Total		100

The cooperatives tend to restrict their eligibility for membership to the same type of libraries as currently in the group. Only about 1/4 of those surveyed indicate that libraries which are of a different type than those presently in the cooperative are eligible (See Table 3). Further analysis will be required to determine what kinds of cooperatives are interested in changing the basis of the membership by type of library.

Table 3 TYPE OF LIBRARIES WHICH ARE ELIGIBLE FOR MEMBERSHIP

(N=84)	Percent
Only same type as currently in group	74
Different types are also eligible	26
Total	100

The cooperatives have a wide range in the number of libraries which are members, from those with as few as three members to those with as many as 400 members. The mean number of members is 46 and the median is 24, that is, half of the cooperatives have less than 25 members. Only a few are larger than 100. During the preliminary phase of the study, several directors suggested that cooperatives need at least 10 members to obtain a critical mass of support. In further analysis, we expect to establish if the number of members is a significant factor in its power budget.

In general, the library cooperatives are recent phenomena; none of the cooperatives studied has been in operation for more than 30 years and about half have been in operation for 4 years or less (See Table 4).

Table 4 AGE OF COOPERATIVE

	Number of Years Since Planning Began	Number of Years Since Operations Began
Median	5	4
Mean	7	6
Range	1-34	1-30
	(84)	(88)

Geographic Area

The cooperatives are distributed over all four regions: Northeast, Midwest, South, and West (See Table 5).

Table 5 REGION

(N=88)	Percent
Northeast	26
Midwest	31
South	21
West	22
Total	100

Over 4/5 of the cooperatives cover an area larger than a county and therefore extend over more than one political jurisdiction (See Table 6).

Table 6 LARGEST AREA PRESENTLY SERVED BY COOPERATIVE

(N=89)	Percent
City	3
Metropolitan	8
County	4
Multi-county (Within one state)	48
Multi-county (Multi-state)	1
Statewide	21
Multi-state or regional	15
Total	100

In further analysis of the multi-jurisdictional cooperatives by age, it appears that the statewide or multi-state cooperatives are newer than those which are smaller in size. If this represents a trend, many more networks in the future will span boundaries much larger than the traditional county boundaries at their very beginning.

	Multi-County	State-Wide	Multi-State
Total	43%	25%	18%
1 - 2 Years	18	33	33
3 - 4 Years	64	23	9
5 or More Years	54	17	8

When asked to indicate which geographical area is the largest area which the cooperative could potentially serve, slightly over half of the respondents said that the cooperative could not go beyond its present geographic boundaries. Further analysis of this data, along with data on the geographic dispersion of member libraries and the size of the user groups served by the member libraries, will be required to discover which kinds of networks have more geographic growth potential.

Formal Organization

The means by which the cooperatives bring the member libraries together vary widely. At the most formal end of the continuum, about half of the cooperatives are incorporated by having a constitution, code or contracts which bind members together (See Table 7).

Table 7 MEANS OF BINDING MEMBERS TOGETHER

(N=79)	Percent
Incorporation	7
Constitution, code, etc.	3
Contracts	44
Letters of agreement	15
Fees and subscriptions	5
Program or Service Plans	7
Informal agreements, meetings, resolutions	16
None	3
Total	100

About 1/4 of the cooperatives are bound together by mechanisms such as letters of agreement, fees and subscriptions, or program or service plans. About 1/5 of the cooperatives have very informal arrangements, consisting only of informal agreements, meetings or resolutions. Some respondents alluded to "gentleman's agreements", policies set at periodic meetings, or resolutions of the member library boards.

Even the most formal mechanisms allow members to withdraw with proper notice. When asked if the members could withdraw from the network, 94% of the respondents replied in the affirmative (See Table 8). Most of these cooperatives allowed members to leave without imposing any penalty. That is, for a great majority of cooperatives, the library member may withdraw at will and reenter without being penalized. If a member does not feel like participating in cooperative activities he may merely withdraw and then enter the following year without having to pay any back dues, etc.

Table 8 POLICY ON WITHDRAWAL OF MEMBERS

(N=84)	Percent
No withdrawal allowed	6
Cost for re-entry greater than cost of staying in cooperative	0
Cost of re-entry same or less than cost of staying	1
No penalty for re-entry	75
Not further specified	18
Total	100

In 1/5 of the cases, some members have actually withdrawn from the cooperative since the initial planning of operations. The major reasons given by the members for leaving the cooperatives have to do either with a lack of resources or a questionable or unfavorable cost/benefit ratio. One cooperative lost a member because that library did not have a professional librarian to take part in the network activities and the library director felt he was too busy to participate. In another instance, the network itself dropped a member because of low usage of the transmission site. The network director felt that the low usage was due to the librarians' fear of the electronic basis of the network and the teletypewriter.

In five cooperatives members withdrew because of problems related to the autonomy of the members. In one case a school library experienced difficulty coordinating the billing practices of the cooperative center with the business procedures of the library's parent institution, the school district. Two libraries experienced difficulties in meeting basic standards or accepting center rules. In one case a member library wanted to develop a county library and thought participation in the network would keep them from achieving this goal. It wanted its own kind of library which in its view would give more services for less money. In another instance a library withdrew because of a personnel problem. One library withdrew from the cooperative after the director had received what he wanted from the cooperative - qualification for a building grant. After the grant was received and the building was constructed, the library withdrew from the cooperative!

Another indicator of the extent of formal organization is whether a cooperative has a formal written agreement between itself and funding agencies other than its members. About half of the cooperatives have such an agreement with a funding agency, the majority being grants or contracts with a state agency. For example:

State law provides grants based on population and square miles served.

A plan of service was submitted to the state library. Upon approval of this plan, the state library commenced financial aid on a per capita basis.

About 1/2 of the cooperatives have set up formal committees to deal with operational problems. The most common committees are executive committees, finance, headquarters, building or site selection, planning, personnel, contracts, and material selection committees. Informal committees have also evolved to deal with operational matters in about 1/2 of the cooperatives. Generally, these committees cover the same areas of concern as the formal committees.

As indicated by the concluding comments of a number of respondents, the nature of cooperative structures is still evolving. Some mentioned that the cooperative is only at an early state of development.

We are still a very young organization. A more valuable appraisal could be made in a year or so.

If this questionnaire were to come out one year from now, you would see quite a different picture. This is a going concern, but strictly on a voluntary basis. It's the brain child of a few over-worked and dedicated librarians.

For some of the cooperatives, the expected changes may be rather dramatic.

The situation here may change drastically in the near future. The Executive committee has recommended that the financial support and administration of the center be taken over by the state libraries. There is some opposition and a committee has been appointed to study the matter.

For many months now we have not known if the system will survive and if it does, in what form. We're waiting for a new state librarian to learn his way around and a new library commission to work out a new set of laws.

RESOURCES

Budget

The budget for the activities of the cooperatives ranges from $0 to $1,925,000. The major source of support is from state or federal budgets; only 15% of the cooperatives receive support from their members in the form of sustaining dues or charges to members for specific services (See Table 9). An analysis of this major source of cooperative support by type of membership (See Table 10) indicates that there is a significant difference between the networks which have only academic library members and those which have only public libraries as members. The academic cooperatives receive funds either from their membership or from federal sources, whereas well over half of the public library cooperatives are financed primarily from state sources, some by federal sources, and very few by membership support.

Table 9 MAJOR SOURCE OF SUPPORT: SOURCE PROVIDING THE MOST SUPPORT IN 1969 (Actual Dollars and Dollar Value of Resources and Services)

(N=55)	Percent
Membership support and charges to members	15
Charges to non-members	0
Local support	6
State support	40
Federal support	39
Total	100

Table 10 MAJOR SOURCE OF SUPPORT BY TYPE OF LIBRARY IN COOPERATIVE

	Type of Library in Cooperative		
Major Source of Support	Academic Only (N=13)	Public Only (N=36)	Combination of Types (N=25)
Membership	57%	4%	16%
Local	0	4	8
State	0	69	36
Federal	43	23	40
Totals	100	100	100

The few cooperatives which do levy dues or fees for their members generally base these fees on some criteria. About 1/5 of the cooperatives which charge dues or fees to their membership levy dues which are identical for all members. The great majority have a variable criterion, however, such as this fee schedule for one network:

	Annual Fee	Annual Budget for Library
Class A	$150	under $100,000
B	$350	$100,000-$500,000
C	$650	$500,000-$1,000,000
D	$1,000	$1,000,000-or more

Some cooperatives charge members for specific services rendered such as transaction costs, photocopy charges, truck delivery charges, workshop costs, or charges for 16mm film loans (e.g. an insurance charge of $.50 per title used outside of library).

Over a two-year period, 1967 to 1969, some cooperative budgets declined by as much as 33% while some experienced a twenty-fold increase. The median percentage of change was about 33% and the mean was over 150%.

Staff

Some networks do not have a full-time professional engaged in regular cooperative operations, while some have over 60 professionals. About half of the cooperatives have up to two professionals and/or two non-professionals (See Table 11). About 40% of the cooperative staffs are professionals.

Table 11 TOTAL NUMBER OF STAFF IN 1969 (Full-time Equivalents)

	Non-professionals (N=80)	Professionals (N=81)
Median	2	2
Mean	7	4
Range	0 - 89	0 - 60

Most of the professionals are involved in the administration of the cooperative. Some have professionals in many capacities such as this cooperative:

director
chief consultant
administrative consultant
book consultant
a-v director
reference consultant

Other categories mentioned were public relations consultant, educational consultant, programmers, systems analyst, searchers, artists, director of extension services, indexer, catalog editor, young adult assistants and some more traditional categories used in libraries--readers service head, reference head, and interlibrary loan librarian.

The data on percentage increase or decrease in the staff over a two year period from 1967 to 1969 indicates a wide range. Some lost almost all of their staff while others experienced up to a five fold increase.

DECISION PROCESSES

Information on the decision processes of the cooperatives indicates the extent to which a cooperative exercises power over its members. Kenneth Beasley, for example, has argued that cooperation has been relatively easy because only minimal demands have been placed on the member libraries[1]. All cooperatives may have some means at their disposal to regulate or manipulate the members but they may not be willing to do so. The individual members may continue to behave exactly as they did before entering into a cooperative venture even though a coalition of library organizations would seem to imply some kind of commitment to future joint decision-making. Our purpose was to ascertain the nature of these decision-making arrangements.

Source of Decisions

As indicated in Table 12, the major policy decisions, such as setting priorities for cooperative projects, are made by boards, councils, or committees in 3/4 of the cooperatives. These boards may be elected, appointed or automatically determined, for example, where the governing board is made up of the directors of the member libraries. The remaining 1/4 of the cooperatives are governed principally by the funding agency, the director, or the membership itself.

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1 Kenneth Beasley, "Social and Political Factors", ALA Bulletin, (December, 1966), p. 1153.

Table 12 SCURCE OF MAJOR COOPERATIVE POLICY DECISIONS (e.g. Setting Priorities or Approval of Cooperative Projects)

(N=85)	Percent	
Council, Board, Committee		
Elected	25	
Appointed	21	
Automatically designated	29	
Subtotal		75
Other		
Funding agency	9	
Director, administrator	8	
Membership	8	
Subtotal		25
Total		100

Although the executive board may have the responsibility for making the major decisions, when asked to rank various persons or groups according to their influence in making network policy (Table 13), the network directors were less shy about ascribing a major role to themselves or to their staff. Almost a third of the directors ranked themselves or their staff as the most influential in making policies.

Table 13 MOST INFLUENTIAL PERSON OR GROUP IN MAKING POLICY*

(N=85)	Percent
Executive council or board of directors	42
Director or staff of cooperative	31
Board and director have equal influence	5
Member library staff	5
State or local government agency	12
User groups, community or institutional groups	5
Total	100

* Percentage of respondents who ranked the person or group as having most influence in making policy for cooperative.

Autonomy of Members

To further establish the locus of decision-making in the network, the respondents were asked whether participation in the cooperative required a member to surrender some of its decision-making power. The responses indicate that in almost 3/4 of the cooperatives, the membership retains power to make decisions. When asked what percentage of the members have to agree to important cooperative decisions before they can become policy and be implemented, about 1/4 of the cooperatives indicated that 70% or more, in many cases 100% of the membership, had to agree before significant policies could be made (Table 14). In almost half of the cases, agreement of a majority of the membership was necessary. In only about 1/3 of the cooperatives was less than majority agreement required before a major policy decision could be made and implemented. It appears that cooperatives which are not able to muster almost unanimous or strong consensus of their members could potentially become paralyzed when faced with a crucial decision. Because of the stringent requirement for consensus it is unlikely that many cooperatives could bring about changes which would be a significant departure from the previous policies of the member libraries. Further analysis of these data, including correlations with the data on sources of financial support, is necessary to establish the reasons for these constraints.

Table 14 PERCENTAGE OF AGREEMENT REQUIRED FOR POLICY DECISIONS

(N=68)	Percent
50% or less of members	34
Majority of members (60%)	42
70% or more	24
Total	100

Influence on Members

In order to establish the role of the cooperative in the decision processes of members, the respondents were asked whether the network attempted to influence the direction of the activity of its members in any way (Table 15). Almost half of the networks indicated that no attempt was made to influence members, for a variety of reasons. Some claim that this kind of activity was not within the scope of network activity. One respondent said, "We are not in the business of telling people what to do." Some indicated that it is not necessary or useful to influence members since the program is effective as it is and members are quite satisfied. Others pointed out certain obstacles which hampered them such as, "We have problems enough at this time without compounding them." Manpower limitations were mentioned by some:

> The staff is well along in years.
>
> On a network level, the finding of live bodies is almost impossible in a rural area.
>
> Not attempted at this time on any real scale for the very basic reason there are not enough people trained or untrained to do a great deal or to do more than man a circulation desk.

Table 15 INFLUENCE ON THE ACTIVITY OF MEMBERS

(N=84)	Percent
No Attempt to Influence Members	
Not further specified	12
Not within scope of cooperative activity	18
Not necessary or useful	8
Obstacles or limitations	7
Subtotal	45
Attempt to Influence Members	
By providing user services	13
By discussion, consultation, workshops, meetings, publicity	37
By applying standards or controls	5
Subtotal	55
Total	100

About half of the respondents attempt to influence members by providing user services. For example, one said,

> By helping initiate new programs, we must first convince the board members before innovative programs can be initiated.

But the majority of those attempting to influence members count on the informal means of discussion, consultation, workshops, meetings, and publicity to accomplish their ends. As one respondent put it,

> Our member librarians meet at regular intervals to discuss improvements of services.

Only 5% attempted to influence members by applying any kind of standards, controls, or performance measures or techniques which would coerce their members.

Conflict Resolution

About half of the directors indicated that there were some conflicts in their cooperatives. These conflicts cover a range of issues and personality conflicts such as conflicts over goals and autonomy of

members. The techniques most often mentioned by the respondents for resolving these conflicts have to do with effective administration, public relations, teaching, reasonableness, explanations and reassurance, common sense, tact, and other tactics of persuasion.

Chapter 3

COOPERATIVE DOMAIN

REASONS FOR COOPERATIVE DEVELOPMENTS

The principal factors or events which led to the formation of the cooperatives are listed in Table 16. The major factor cited by over half of the respondents was the availability of governmental funds or the development of government programs. For example:

> The need had long been known, but Title III of LSCA provided the funds and the impetus.
>
> Passage of Library Services Act, 1956.
>
> Invitation to all health science libraries to join the program extended by the University of _____ to all qualified institutions in the state.

Table 16 PRINCIPAL FACTORS OR EVENTS WHICH LED TO THE FORMATION OF THE COOPERATIVE

(N=80)	Percent
Expand or improve resource capability	11
Expand or improve service capability	19
Economic or efficiency aspects	18
Manpower development or sharing	3
Mutual benefits, common good, not further specified	22
Availability of government funds or development of government programs	55

Some respondents mentioned the need to expand or improve resource and service capabilities through the sharing of resources.

> Desire of all three counties to promote better library service with a helping hand from the division of library extension and the State Department of Education.

Others were convinced that the cooperative would result in efficiency or economy which would also meet the financial need of member libraries.

> Extremely limited local funds simply would not provide even basic service; a unified budget helps this situation.
>
> Need for better buying power for smaller libraries.

Others, however, could not be specific about the factors which led to the formation of the cooperative, but described these reasons in such general terms as "for the common good" or "for the mutual benefit". For example:

> Representatives of the library staff of the four state universities have met together for four years working on mutual problems in means of cooperation.

Still others described this benefit in terms of proximity--that all libraries are supported from the same financial source, that the members all had common goals, or that it was reasonable to have it.

INITIATORS OF COOPERATIVE

According to 1/2 of the cooperative directors, librarians were the principal agents in beginning the joint venture (Table 17). About 1/5 of the respondents gave credit to state government officials for beginning the cooperatives, and only about 10% of the respondents indicated that the top executives of the parent organizations were important in beginning the venture. Budget or fiscal officers, federal government officials (apart from their role in obtaining resources or administering governmental programs), and user groups apparently were not instrumental as initiators.

Table 17 PERSONS AND ORGANIZATIONS OR AGENCIES PRIMARILY RESPONSIBLE FOR GETTING COOPERATIVE STARTED*

(N=89)	Percent
Librarians (in libraries which became members)	51
Top executives of parent organization of member libraries	9
Budget officers in parent organizations	0
State government officials	19
Federal government officials	1
Influential user groups (in member libraries)	1
Community or institutional groups	2
Equipment manufacturers	0
Combination of any two or more of the previous categories	17
Total	100

* Respondents were instructed to check only one of the above eight categories or specify other, however, some respondents checked two or more categories.

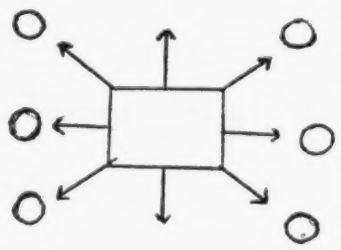
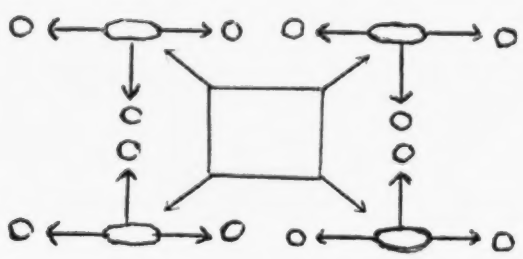
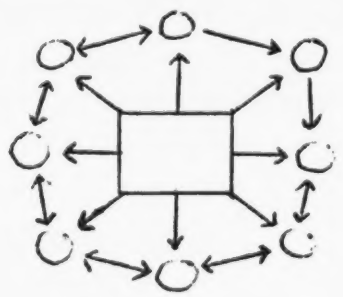
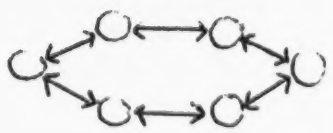
ORGANIZATION FOR SERVICE

Cooperative arrangements may be set up to deal with internal operations such as buildings, holdings, storage, etc. or with user service operations such as distribution of materials to users, provision of answers to specific questions, citation aids, etc. Or, the cooperative may be intended to facilitate the sharing of resources with union lists, union catalogs, interlibrary loans, or it may be dedicated to strengthening the resources by developing and adding to those already in existence. Cooperatives may, of course, be involved in any combination of these operations.

Over half of the cooperatives have a strictly vertical structure for the distribution of services or resources; that is, the flow of services is from a central library to the member libraries (Table 18). In some of these cooperatives, there may be several levels, for example, services provided by a regional library to subregional centers which pass them on to local libraries. An additional 1/4 of these cooperatives have a vertical structure but the individual libraries also exchange resources or

services among themselves. Finally, about 1/5 of the cooperatives lack a central library and cooperative activity consists of exchanges among the member libraries.

Table 18 FLOW OF SERVICE PATTERN*

(N=87)		Percent
Vertical (One Level)		34
Vertical (Two Levels)		24
Vertical and Horizontal		23
Horizontal Only		19
Total		100

*The figures were taken from Richard H. Orr, "Systems Concepts and Library Education", unpublished paper, 1968.

Arrangements Between Parent Institutions

While the structure of the cooperative for providing services or resources is dependent upon several factors, the existing arrangements (or lack of them) between the parent institutions of the member libraries are of prime importance, as suggested by Parker. Over half of the cooperatives have members whose parent institutions (universities, county governments, school districts, or other institutions) are not joined together for any purpose other than library cooperation (Table 19). A few of the cooperatives have members whose parent institutions are joined together on non-library programs such as computer networks or cooperative doctoral programs. About 1/5 of the cooperatives have parent institutions who are formally linked by a consortium, agreements, or council such as a Council of Governments.

Table 19 COOPERATIVE ARRANGEMENTS BETWEEN PARENT INSTITUTIONS OF MEMBER LIBRARIES

(N=84)	Percent
None other than the library cooperative	54
Cooperation on other library programs	8
Cooperation on non-library programs	11
Formal consortium or legal arrangement	19
Arrangements exist, not further specified	8
Total	100

Arrangements with Other Organizations

Another factor affecting the scope of network operations is the extent to which other organizations are providing services to members of the cooperative. These organizations may be competing library networks, large public or academic libraries, commercial firms, or government agencies which the cooperative may depend upon to serve its members or with whom the cooperative may be competing. About 40% of the cooperatives are dependent upon such organizations for inter-library loan and consulting services. About 1/3 of the cooperatives indicate they have established working relationships with other library networks for a variety of services, particularly that of inter-library loans.

> Interlibrary loan from four reference and research centers and to local university libraries.
>
> Metropolitan System directors jointly operate a placement service and several research projects. Several systems jointly operate an audio-visual service and contractually provide services to another network.

We cooperate with _____ system on a staff training program.

Five other regional libraries in state and three university libraries are in a teletype network.

Over half of the cooperatives compete with other organizations, particularly in the areas of interlibrary loan and technical services such as cataloging and processing and book ordering.

It appears that the relationships which the cooperatives have with other networks are rather complex and intricate. Much further research is required to understand the policy spheres of cooperatives and how they compete with or complement the policy spheres of other networks.

CURRENT GOALS

The current goals of the network are generally the same as the original goals (Table 20). The major purpose mentioned by 73% of the respondents is to expand or improve service capability. For example:

> To establish a system of autonomous libraries which will collectively provide library services of a type, quality, and magnitude that cannot be provided on a satisfactory basis by an individual library.

> To provide adequate library outlets and facilities convenient in time and place to serve the people of this area.

Table 20 COOPERATIVE GOALS AND PURPOSES

(N=76)	Percent
Expand or improve resource capability	56
Expand or improve service capability	73
Economic or efficiency aspects	29
Foster cooperative decision making	20
Manpower development or sharing	18

Expansion and improvement of resource capabilities was also mentioned by about half of the respondents. For example:

> To provide library materials to satisfy the reference and research needs of the people in this area directly or by referral to a reference center.

Economy and efficiency were mentioned by almost a third of the respondents.

> To foster the economic and efficient utilization of public funds.

Others mentioned improving cooperative decision-making in acquisitions, cataloging, or communications, and 18% mentioned the importance of developing or sharing manpower. For example:

> The development of training programs for hospital librarians.

> By sharing services of personnel especially trained in various fields of librarianship.

> To provide an adequate staff of professionally trained librarians in the area.

Analysis of the specific functions of the cooperatives reveals that in the area of indirect user services there is a wide variation in the kinds of services provided (Table 21). Less than half of the cooperatives provide resource and location tools such as lists of serials, subject catalogs, or acquisition lists; however, about 3/4 of the cooperatives do have services in providing original materials, citations, and answer services. The four most common indirect user services are: providing copies of original materials (80%); providing answer services (81%); verifying citations (78%); and providing originals in collection (73%).

Table 21 INDIRECT USER SERVICES

	(N=87)	Percent
A.	Provision of Original Materials	
	1. Originals in collection	73
	2. Originals not in collection	50
	3. Copying service	80
	4. Remote delivery	37
B.	Citation Services	
	1. Verify citations	78
	2. Subject searches	61
C.	Resource and Location Tools	
	1. Lists of serials	51
	2. Subject catalog--Book form	11
	3. Means for identifying special collections	25
	4. Acquisitions lists	16
	5. Identification of reference book collections	30
	6. Other	40
D.	Answer Services	81
E.	Translations	11
F.	Other	23

On the average, the percentage of cooperatives providing support services is less than those providing indirect user services. The most common support services (See Table 22) are in the area of publicity (64%); providing surveys, study, and planning (62%); providing some kind of communication system (59%); and in-service training (54%). Less common are activities in selection and acquisitions; cataloging, duplicating, and processing; and collection maintenance.

Table 22 COOPERATIVE SUPPORT SERVICES

	(N=87) Percent
A. Selection and Acquisition	
1. Selection aids	50
2. Central purchasing	33
3. Purchasing of certain materials	54
4. Acquisitions programs	25
5. Equipment purchase service	27
6. Provision of office supplies	21
B. Cataloging, Duplicating, Processing	
1. Cooperative cataloging	38
2. Catalog duplication and materials processing	37
C. Collection Maintenance	
1. Materials exchange	34
2. Materials weeding	25
3. Materials storage	19
4. Binding	14
5. Access to other collection maintenance services	12
6. Central control of circulation file	4
D. Specialized Personnel Service	
1. General advisory	44
2. Systems design and implementation	48
3. Sub-professionals	22
4. Recruitment aid	27
E. Studies, Surveys, Planning	62
F. Training	
1. In-service	54
2. Support for additional training	39
G. Communication Systems	59
H. Publicity	64

It appears that the main objective of the cooperatives stem from two major problems currently confronting libraries: (1) handling the large volume of acquired materials and (2) developing procedures to improve services to users. These two goals are obviously related and further analysis will be required to discern the intricate inter-relationships of the many aspects. For example, what support services are necessary to sustain certain kinds of user services? This question,

when considered in the context of the intricate web of competitive and supportive inter-institutional arrangements, presents a rather difficult task.

Some preliminary analysis by type of libraries in the cooperative suggests that the main goal of academic library cooperatives may be to provide support services. Public library cooperatives, on the other hand, are primarily oriented toward improving user services.

DESIRED CHANGES

It may be that the objective of the cooperative is not to bring about change among its members but rather to support the members in accomplishing whatever goals they do have. A cooperative may not lead to goal change but to goal reinforcement among its member libraries. According to Kenneth Beasley, many people who view cooperation as an end and not as a means have not fully examined what they want to achieve and what will be the implications associated with network establishment. However, Beasley does believe that the act of cooperation itself will change the members.

> There is much social data to support the position that cooperation is not a device which preserves existing components, but rather that the act of cooperation changes the units in some manner; as such, it is an interim device. It will produce change. The next questions therefore are; How fast do we want the change to occur, and what form would it be, and how can we control it to avoid as many disadvantages as possible?[1]

When asked to describe the kinds of short-run and long-run changes they desired, almost 100% of the respondents claimed to be change-oriented.

Short-run Changes

The specific short-run changes desired by the directors are listed in Table 23. The responses have been categorized according to whether they deal with changes in resources, cooperative relationships among members, structural changes or changes in the output. When thinking of the short run, most directors think of improvement of their resource situation, principally improving finances. More than 1/3 of the directors mentioned a need for more money or a more solid financial base for their activities. Others hoped for the addition of more members which would allow the cooperative to tap new resources. It is interesting that 16% talked about improving manpower both on the boards of the libraries and at the administrative and the sub-professional levels. For example:

---

1 Kenneth E. Beasley, "Social and Political Factors", ALA Bulletin, December, 1966, p. 1154.

More professional librarians serving a tri-county system.

Younger board members from various levels of the community.

Better quality and better trained administrators and member libraries.

Only 4% of the respondents mentioned improvements or expansion of technology as an important short-run goal.

Table 23 SHORT-RUN CHANGES DESIRED BY DIRECTORS: SPECIFIC CHANGE CATEGORIES*

(N=76)	Percent
Relation Among Members	
Improved cooperation among current members	11
Improved attitudes toward the cooperative	2
Improved communications	17
Resources	
Addition of other libraries	17
Improved or expanded technology	4
Financial	37
Manpower	16
Structural	
Formalized relationships; definite policies	4
Increased centralization	5
Merger or cooperation with another network	0
Outputs	
Improved or expanded technical services	4
Improved or expanded services and resources	27

* Includes only those respondents mentioning specific changes desired.

About 1/4 of the respondents mentioned a desire to improve or expand their services as well as their resources and some mentioned the need to improve cooperation between current members. Very few of the respondents mentioned structural changes, formalized relationships, or increased centralization.

Long-term Changes

In contrast, when asked to describe the kinds of long-term changes, the structural aspects became much more important (Table 24).

Table 24 LONG-RUN CHANGES DESIRED BY DIRECTORS: SPECIFIC CHANGE CATEGORIES*

(N=78)	Percent
Relation Among Members	
Improved cooperation among current members	6
Improved attitudes toward the network	4
Improved communications	7
Resources	
Addition of other libraries	22
Improved or expanded technology	7
Financial	12
Manpower	12
Structural	
Formalized relationships; definite policies	9
Increased centralization	18
Merger or cooperation with another network	14
Outputs	
Improved or expanded technical services	11
Improved or expanded services and resources	27

* Includes only those respondents who mentioned specific changes desired.

Almost 20% of the respondents mentioned greater centralization, that is, a movement towards a more unitary system. For example:

> Transformation of the systems service area into a library district.
>
> A central policy to reduce duplication of effort.
>
> Consolidation of smaller member libraries into larger more reliable units.

And others mentioned merger or cooperation with other networks on a regional, interstate, or national level. For example:

> Joining this network as well as other networks with an interstate network in the southwest with each contributing its special areas of strength to the total regional network.

Major long-term interests of about 1/5 of the cooperatives was expansion of the number of members and improving their service posture.

Changes in Services

When specifically asked whether the cooperative planned to expand into new service areas, about 3/4 of the cooperatives indicated that one or more groups are pushing in the direction of new services: executive council or board of directors, network director or staff, staff of member library, state or local government agency, user or community groups (Table 25). Over half of the cooperatives have two or more different kinds of groups advocating new services.

Table 25 PERSONS OR GROUPS ADVOCATING NEW SERVICES

(N=85)		Percent
No Person or Group	26	
Subtotal		26
One Person or Group		
Executive council or board of directors	7	
Cooperative director or staff	3	
Member of library staff	5	
State or local government agency	1	
User groups, community, or institutional group	3	
Subtotal		19
Two or More Groups		
Two groups	19	
Three groups	20	
Four groups	8	
Five groups	8	
Subtotal		55
Total		100

The major kinds of new services advocated by these groups are expansion of services to new user groups of new geographical areas, reciprocal borrowing of materials, and audio-visual services, especially films (Table 26).

Table 26 NEW SERVICES ADVOCATED

(N=89)	Percent
Expand to new user groups or new geographical areas	22
Reciprocal borrowing of materials	11
Develop audio-visual area	10
Design or expand film service	8
Add specific materials	8
Cataloging, processing	7
Improve access (deliver materials, increase number of hours)	6
Automate	4
Union lists	4
Consulting services	3
Cooperative acquisitions	2

The main reason stated for the interest in new services or improved performance is the perceived need. Most often the need is stated simply: "Lack of service or presence of poor service in the area". However, other respondents elaborated the nature of the need.

> It is our opinion that we can no longer justify our operating costs if we do not try to reach more segments of the population. We cannot do this if we do not go out into the community and become more involved with it.

> To fill needs not now being met. To increase center income permitting expansion to use computer services for state-wide operation serving all types of libraries and information centers.

> Active programs of building branches, publicizing library services, consulting users, and implementing federal programs, higher book budgets, more staff.

Several cooperatives see the usefulness of service expansion in terms of improving the financial basis of the cooperative. One cooperative saw service improvement as the way to increase support from some members.

> [Expanded service] will represent the interests of the largest members who have the biggest investment of funds and staff time in the cooperative's activities.

43

Others hope to cut costs:

To avoid duplication of peripheral material and duplica ion of expensive professional library work.

One respondent described the effects of new service activities upon the unity of the cooperative,

For better understanding of problems with group experiences (those that are not common) and to encourage a unity of effort rather than a proliferation of libraries.

Finally, for a number of the cooperatives, expansion is the outcome of demonstrated success.

These people feel that _____ is doing a good job as a reference center, and would like to see us have a broader geographic area in which to demonstrate our services.

Patrons realize what extension of service has meant and they would like to go even further.

Experimentation resulting in a useful project.

Budget Changes

When asked about plans for budget expansion or changes in the basis of financial support for the cooperative, about 3/4 of the cooperatives hope to add one or more bases of support, either by obtaining funds from the membership, foundations, local, state, or federal sources, or from a combination of these sources (Table 27)

Table 27 BUDGET EXPANSION AND CHANGE IN BASES OF SUPPORT

(N=81)		Percent
No budget expansion or support base change planned		21
Budget expansion only		4
Change in Base of Support		
Membership	16	
Local	11	
State	12	
Federal	6	
Foundations	9	
Two or more additional sources or not further specified	21	
Subtotal		75
Total		100

Only 1/5 of the respondents indicated that no changes were contemplated and only 4% are restricting their plans to increments in their existing bases of support.

The major reason for not pursuing changes in the budget area was a perceived lack of need for additional funds, primarily because the existing sources seem to be secure and adequate, given the scope of operations. Some respondents were reluctant because of previous rebuffs in the search for resources. Others were uncertain about the future of the cooperatives or felt that it was too early to increment resources.

> Perhaps a few years down the road members will be willing to support special system projects. It is too early to talk about that now.

Finally, some respondents believe they have a lack of options largely because of the dependence on a governmental source which excludes additional funding. For example:

> We are depending on LSCA Title III; it is possible that a membership fee basis might be worked out if LSCA ceases to be funded.

> As recipients of a federal demonstration grant, we cannot charge for our services.

Change in Number of Members

Over 1/2 of the cooperatives intend to expand the number of member libraries. However only 1/4 of the cooperatives envision the addition of library types not already in the cooperative (Table 28). Most of the cooperatives which do not plan to expand indicate that all eligible libraries are either in the group or are waiting to get in.

Table 28 EXPANSION OF THE NUMBER OF MEMBERS

(N=82)		Percent
Not Attempting to Increase Number of Members		
All eligible libraries are or will soon be members	28	
Not further specified	12	
Subtotal		40
Attempting to Increase Number of Members		
Including other types of libraries or no restriction on type	18	
Limited to a particular type of library not yet in cooperative	6	
Limited to a particular type of library already in cooperative	36	
Subtotal		60
Total		100

EXPECTED OUTCOMES

When asked to choose the most likely outcome of the cooperative activity of their network from a list of four alternatives, about half of the directors chose "improve the quality of existing services" (Table 29). About 1/4 chose "increase the number of services". Only 15% of the directors chose "expand the number of users who receive services" and 8% chose "greater efficiency in library activity". Indicative of their optimism about improvement of services are these concluding statements:

> We act so as to be invisible and to allow services which provide a real difference to users to evolve and develop on their merits.
>
> The amazing number of projects accomplished with little funding due to cooperation of all members such as a joint list of new

acquisitions and the formation of union list of serials which we will complete within 6 months of date when network decided it was a must.

We have set up our cooperative in such a manner that reversing what we now have organized would be about impossible. We have sold many duplicate backfiles in exchange for microfilm. It would be very expensive to return to pre-central library time. Thus our problems will have to be resolved, and they are mainly financial.

Table 29 MOST LIKELY OUTCOME OF LIBRARY COOPERATION*

(N=81)	Percent
Improve the quality of existing services, i.e. reduce the constraints on services already being provided	52
Increase the number of services available to library patrons, i.e. create new services	25
Expand the number of users who receive services, i.e. provide services to people not being served now	15
Greater efficiency in library activity, i.e. reduce costs of providing service	8
Total	100

* Percentage of directors which chose one of four possible results of library cooperation as "most likely to happen in your network."

In general the cooperatives are optimistic about survival and goal-achievement. Only 7% said it was very unlikely that the cooperative would achieve its goals (Table 30) and only 3% thought that it was very likely that the cooperative would go out of existence (Table 31). On both counts, about 1/5 of the directors were unsure about the goal achievement or continuation of the cooperative.

Table 30 PROBABILITY OF GOAL ACHIEVEMENT*

(N=83)	Percent
Very likely	28
Likely	48
Don't know	17
Unlikely	4
Very unlikely	3
Total	100

* Responses to question, "How likely is it that the network will achieve its stated goals?".

Table 31 PROBABILITY OF DISSOLUTION OF COOPERATIVE*

(N=85)	Percent
Very likely	2
Likely	1
Don't know	21
Unlikely	34
Very unlikely	42
Total	100

* Responses to question, "How likely is it that the network will go out of existence?".

Some respondents commented upon the strength of their organization which would allow them to continue even if they ran into hard times.

> Our network is the result of a set of natural circumstances, i.e. state support, units of function, homogeniety of users, etc. Thus it has a natural reason for continuing and expanding. It was not formed to take advantage of government grants, etc. (which is an unnatural basis for forming a cooperative).

> We are perhaps unique in our potential because of the wealth of libraries in the area and the potential of state support through the reference and research resources program. Should state support fail, member libraries are convinced of the value of cooperation and would, to a lesser degree, provide funds for the program.

Chapter 4

OPPOPTUNITIES AND CONSTRAINTS

This chapter will describe the factors affecting the potential of the cooperatives to establish a domain as described in Chapter 3. The principal intervening or constraining variables included in this analysis are the perceived obstacles to goal achievement, the perspectives and capabilities of the director, and the capabilities and potential of the staff.

BARRIERS TO COOPERATION

General Barriers

In their study of public library systems, Nelson Associates found that the directors of the systems cited the loss of local autonomy as the greatest obstacle in getting the systems started. Shortages of staff, money, buildings, and equipment were also commonly cited. Major current problems faced by the systems were judged to be financial, particularly such procedures as state limitations on the taxes that may be levied, the low level of state aid, and fluctuations in the size of state grants.[1]

The respondents were asked to indicate the extent of their agreement or disagreement with a list of 33 general barriers to cooperation which had been taken from a study by Orin Nolting.[2] They were to judge whether each of these barriers is or was a significant impediment to library cooperation in their own situation (Table 32).

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1 Nelson Associates, op, cit., p. 71.

2 Orin F. Nolting, Mobilizing Total Library Resources for Effective Service. Chicago: American Library Association, 1969.

Table 32 BARRIERS TO EFFECTIVE INTERLIBRARY COOPERATION*

Rank	Barrier	Number Answering	Average (Mean) Score
1	Lack of adequate funds	80	1.7
2	Fear of loss of local autonomy	75	2.1
3	Lack of understanding by laymen of library needs	68	2.2
4	Complacency and self-satisfaction	76	2.3
4	Lack of properly trained staff	74	2.3
6	Fear by large libraries of being overused and undercompensated	75	2.5
6	Inertia and indifference	76	2.5
6	Unwillingness to experiment	74	2.5
9	Assumption that each library has unique rather than common needs	78	2.6
9	Cumbersome fiscal practices of local government	57	2.6
9	Custodial mentality of librarians	74	2.6
9	Lack of creative administrative leadership	64	2.6
9	Lack of public library interest and concern for total library services	78	2.6
9	Thinking of only one type of cooperation	70	2.6
15	Inadequacy of libraries to serve their own needs	80	2.7
15	Incompatability of equipment, procedures and rules between libraries	74	2.7
15	Lack of information about true functions of different types of libraries	67	2.7

Table 32 BARRIERS TO EFFECTIVE INTERLIBRARY COOPERATION* (Continued)

Rank	Barrier	Number Answering	Average (Mean) Score
15	Lack of knowledge of needs of users	73	2.7
19	Clash of personalities	69	2.8
19	Delays in satisfying needs and requests of users	74	2.8
19	Lack of contacts with voluntary and governmental agencies engaged in areawide cooperation	69	2.8
19	Limitations on access to academic and special libraries	71	2.8
19	Unawareness of successful cooperative efforts in other states	73	2.8
24	Difference in size of library collections	68	2.9
24	Failure of small libraries to realize the value of resources of larger libraries	76	2.9
24	Lack of appropriate state enabling legislation	59	2.9
24	Too many local government taxing units	57	2.9
28	Distance between libraries and distance of users from libraries	72	3.0
28	Jealousy and stubborness	72	3.0
28	Mistrust between librarians	73	3.0
31	Institutional competition between school and public libraries	60	3.2
31	Unpredictability of demands on the library by its legitimate users	73	3.2
33	Large number of institutions providing library service	61	3.6

* Ranking of agree-disagree mean scores of barriers that are "significant impediments to interlibrary cooperation in your network;" the lower the score, the greater the agreement that the barrier is significant.

As indicated in the Nelson Associates study of public library cooperatives, the library directors considered the lack of adequate funds and the fear of loss of autonomy by the member libraries as the most significant barrier against cooperation. Three other major obstructions included the lack of understanding by laymen of library needs, complacency and self-satisfaction, and the lack of properly trained library staff. Other agree-disagree items rated high by the respondents include fear of large libraries of being overused and under compensated, inertia and indifference, and an unwillingness to experiment. However, for many of the items there was little differentiation in the scores. Further analysis to cluster the items will be necessary to identify all the dimensions which are perceived by the directors as being barriers to cooperation.

Most of the directors did not show high concern for three items listed as barriers by Nolting: a large number of institutions providing library service, the unpredictability of demands on a library by its users, and institutional competition between school and public libraries. Apparently the directors did not feel that many access points or the unpredictability in user demands on library service are important complications. They apparently felt confident that these kinds of problems can be overcome. Also, the competition between school and public libraries, per se, is not viewed by the respondents as being a significant barrier to cooperation, although very few of the cooperatives have school libraries as members.

Obstacles to Change

Following the questions about the long-term and short-run goals, the respondents were asked about the prospects of realizing their aims and what were the specific obstacles they perceived. As seen in Table 33, the overall response of about 1/5 of the respondents indicated that the prospects of achieving goals were quite good. For example, some said:

> We will adjust to challenge and exploit opportunities as they arise.
>
> Each network develops its own way of coordinating, planning, and leadership on top.

Table 33 PROSPECTS OF ACCOMPLISHING SHORT-RUN AND LONG-RUN CHANGE GOALS AND BARRIERS TO DESIRED CHANGES*

(N=77)	Percent
Prospects of achieving goals are good	22
Prospects are uncertain or poor because of barriers	
Not further specified	3
Lack of funds	53
Problems of autonomy, uncooperative attitudes	19
Political or administrative superiors, funders	8
Administrative or legal barriers at the network level	7
Administrative or legal barriers above network	5
Manpower	11
Technological or communication facilities	4
Miscellaneous	6

* Responses to question "What are the prospects of realizing your aims?, What stands in the way? Please explain your situation."

The remaining 4/5 of the cooperatives were concerned about achieving their aims especially because of insufficient finances. Compared to the perceived lack of funds, the other barriers are secondary. Problems of autonomy and uncooperative attitudes were mentioned by about 1/5 of the respondents; and about 1/10 of the directors mentioned manpower problems. Other barriers to changes included problems caused by political, administrative, or legal aspects. For example:

> The biggest obstacle at present is old school conservative government officials.
>
> Lack of interest in nearby county library boards and librarians.
>
> Most jobbers and/or publishers refuse to operate without centralized set-ups.

Obstacles to Expansion of Services

The lack of resources and personnel is cited as the major obstacle to expanding into new service areas. For example:

Major reason for lack of interest is fact of no personnel, and if we had the personnel we couldn't pay them.

I think most of us would like to see a real 'network' established but lack of financial support makes that not feasible at the present time.

Others felt that expansion of service at the current stage of their development was inappropriate. Working out the bugs in their present operation, especially improving performance in delivering existing services, receives priority.

I feel we need to achieve our primary goal of uniform, good, fast service before entering new fields of activity.

The system is too new. We must develop and fully implement those services which are already started.

One respondent mentioned the sheer volume of activity which would prohibit expansion.

We can't handle the volume of business as it is now. To try to increase services would be suicide. We had to stop service to schools because libraries could get no films: the schools had them all reserved.

Only one cooperative perceived expansion as beyond the proper scope of the organization.

Network exists only for interlibrary loans. Any other services would require different types of networks.

Obstacles to Obtaining Support from Members

When asked about obtaining more support from members, the respondents listed the member's lack of resources (50%) as the major barrier, coupled with the unwillingness of members and funders to provide more support (Table 34). For example:

No money, or it is not allocated properly.

State fiscal picture.

No one wants to raise taxes.

Table 34 OBSTACLES TO OBTAINING MORE SUPPORT FROM MEMBERS*

(N=48)	Percent
Members' lack of resources	50
Unwillingness of members and funders to provide more support	27
Legal or structural constraints	23
Total	100

* Respondents are only those who indicated they were attempting to expand cooperative budget or change the bases of support.

About 25% of the members referred to legal or structural constraints as obstacles to obtaining more support for members.

Tax structure.

One way we can increase our budget is by letting libraries that have not as yet joined in our system.

Obstacles to Increasing the Number of Members

The major obstacle in increasing the number of members is the reluctance of potential members to join the cooperative (Table 35).

This one library has been involved in local politics. That has been the fly in the ointment.

Lethargy in neighboring counties.

Free, on their part, of our dictating to them.

Table 35 OBSTACLES TO INCREASING NUMBER OF MEMBERS*

(N=47)	Percent
Financial restraints	28
Workload restraints	19
Reluctance of potential members	36
Lack of understanding of goals	6
Few more libraries eligible	8
Legal and political restraints	13
Miscellaneous	6

* Respondents are only those who indicated they were attempting to increase the number of members.

Lack of funds is also involved in the inability to increase the size of the network, according to over 1/4 of the respondents. About 1/5 of the respondents mentioned workload constraints on the network director and his staff which would only be made more severe by the addition of new members. Legal and political restraints, the lack of additional eligible members, and the lack of understanding of network goals are other factors indicated as obstacles to growth.

STAFF DEVELOPMENT

The present capabilities and potential of the staff of the library cooperatives for goal achievement are described in this section. Our concern is to explore the relation of manpower considerations to the accomplishment of network goals, for example, the personal attributes, attitudes, and training necessary for successfully working in a cooperative.

In their study of public library systems, Nelson Associates discovered that one of the major disappointments in system performance came from problems of staff manpower.[1] A linkage of several libraries to a weak administrative structure with inadequately trained manpower is likely to result in disappointments.

---

1 Nelson Associates, op. cit. pp. 78 and 79.

Qualities Needed for Cooperative Work

When asked whether they agreed that different kinds of people needed to be recruited into librarianship, 1/2 of the directors responded in the affirmative (Table 36). For example:

> True. We ignore people that are interested in programatic development more than people who are oriented toward serving users on an individual basis.
>
> God yes. We want people whose primary vocational goal is librarianship.
>
> True in many instances--let's get a few more vibrant personalities.

Table 36 ATTITUDES TOWARD RECRUITMENT FOR LIBRARIANSHIP*

(N=78)	Percent
Change in the types of people being recruited is needed	56
Change in the types of people being recruited is happening	13
Can't generalize that change is needed (same as other fields)	9
Change is not needed	20
Undecided	2
Total	100

* Responses to the question "Some people we have talked to feel that something needs to be done to change the types of people being attracted into librarianship. What is your assessment?".

However, the other half of the respondents either felt that change was not needed, that changes are going on, or that they could not generalize that recruitment change is needed in librarianship any more than in other fields. One-fifth of the respondents who felt change is not needed put it this way:

> I think we are getting good material--just not enough.
>
> My new staff seems exceptionally good.
>
> I find many talented and interesting librarians. Something needs to be done about 'the people' who feel that something needs to be done to change librarians.
>
> Of the five librarians or so, under thirty, on our staff, they are good people who have been poorly prepared but are learning fast.

The respondents who refused to generalize had this to say:

> Librarianship shares inadequate types with all other fields. We don't have a monopoly!
>
> Why? You find the same range of idiots everywhere.
>
> One of the most attractive things about librarianship has always been the variety of types it does attract. There are positions which fit misanthropes and extroverts and all the permutations and combinations between. Any position is what you make it.

Important Personal Qualities

In order to establish the demands of the role as a librarian in a cooperative, the cooperative directors were asked to describe the most important personal qualities which librarians need to adequately perform a network role in a central library facility or in a member library. The most frequently mentioned category (See Table 37) were factors needed to establish good personal relationships with people such as tact, humor, diplomacy, poise, patience and the ability to teach people. For example:

> An ability to meet and deal successfully with people.
>
> Ability to relate to people and get ideas across without alienating--knowing there is more than one way.

Table 37 IMPORTANT PERSONAL QUALITIES NEEDED FOR LIBRARY COOPERATION WORK*

(N=76)	Percent
Good personal relations	68
Flexibility, open minded, desire to learn	42
Leadership, initiative, conviction, responsible	36
Hard working, willing to work	16
Ability, intelligence, common sense, capable	52
Conscientious, high standards, accurate	8
Cooperative	17
Imaginative, creative	12

* Response to question, "What are the most important personal qualities which librarians need to adequately perform a network role in a central network facility or in a member library?".

Related to this concern is a desire for persons who are flexible and openminded with a desire to learn. A librarian in a cooperative needs to be able to "roll with the punches". For example:

> An ability to be flexible; alter the rules in favor of service; relate to people.

> Equal-mindedness and willingness to try out proposals which have potential.

One-half of the respondents stressed ability, intelligence, common sense, and capability, while 1/3 mentioned leadership, initiative, conviction, or responsibility. Other categories of importance included a willingness to work, a cooperative attitude, and conscienciousness and accuracy in their work.

Recruitment Activity

Early in the study we explored alternative ways of obtaining data about the manpower requirements of cooperatives. One method which was investigated was to project manpower requirements using coefficients for specific occupational types. However, given the scarcity of sufficient data and occupational role categories in cooperatives and the constraints of time and money in the project, this alternative had to be rejected. With the advice of Leonard Lecht of the National Planning Association, we also rejected the alternative of obtaining specific manpower projections from practitioners in the field because of the invalidity of such

an approach, as demonstrated in earlier studies. However, Lecht did advise that information from practitioners on general perspectives about the development of networks and manpower aspects of that development would be valid. Our information on recruitment problems in the field, therefore, is limited to a general overview of the kinds of current roles in cooperatives including those which are currently unfilled.

The number of professionals currently being recruited to perform a library cooperative function is quite small. The median is 0.1, the mean is 0.6, and no cooperative is searching for more than two professionals. Many have no openings. In the entire group of 89 cooperatives, there are only 25 open positions for professionals.[1]

The number of sub-professionals being recruited to perform a cooperative function is even smaller. The median is 0.0 and the mean is only 0.4, although the range is somewhat larger with some cooperatives having as many as 4 openings. The total number of sub-professionals being recruited by the cooperatives surveyed is 25.

The type of professionals currently being recruited by the cooperatives are mainly in the administrative (35%), user service (35%), and technical processing area (15%). The remaining 15% of the cooperatives have openings in more than one area (Table 38).

Table 38 TYPE OF PROFESSIONALS CURRENTLY BEING RECRUITED

(N=20)	Percent
Administrative	35
User service	35
Technical processing	15
Administrative and user service	10
Administration, user service and technical processing	5
Total	100

1 Since only 49 answered the question, this assumes that the non-responding cooperatives did not answer the question because they are not recruiting.

About half of those recruiting for professionals require a graduate library science degree, another third require experience in addition to the degree (Table 39). On the average, the unfilled professional positions have been open for a year although the median is only 5 months. The range is from positions which have just been open to those which have been unfilled for two years.

Table 39 EXPERIENCE OR EDUCATION REQUIRED FOR CURRENT UNFILLED PROFESSIONAL POSITIONS

(N=19)	Percent
Experience or undergraduate library degree	10
MLS degree	48
MLS degree plus experience	32
MLS degree plus special training	10
Total	100

The principal reasons for the vacant positions are that qualified personnel are just unavailable or that the recruiting process has just begun (Table 40). In some instances, either incentives are perceived to be insufficient or the position is only part-time, or the cooperative may not be actively attempting to fill the position.

Table 40 REASON VACANT POSITIONS ARE UNFILLED

(N=19)	Percent
Unavailability of qualified personnel	36
Incentives are insufficient	6
Position merely part time	6
Not actively attempting to fill position	10
Recruiting just begun	31
Combination of reasons	11
Total	100

Turnover

When asked whether any staff members had left because of problems in adequately performing network roles, 80% of the respondents stated that there had been no turnover.

The few cooperatives which have had staff turnover pointed to problems in performing cooperative roles and various administrative problems. Several of the cooperatives mentioned inability to meet standards, while others described the mismatch between the personalities or interest of staff members and the demands of a network role.

> A one-woman ego-centric staff member I inherited was pschologically unable to accept the fee structures and the concept. She resigned after 13 months of trauma. A rigid steno clerk could not tolerate the flexibility required and the uncertain future.
>
> Professionals left because they did not measure up to the job and also they liked to work more closely with the patron. The teletype is rather impersonal.

The organizational problems of a cooperative were too much for the staff described by these respondents:

> The first coordinator left due to inadequate funding causing the center to close down temporarily but he was better adapted to working as a head cataloger in an individual library than to coordinating a network activity. His qualifications and personal characteristics were of the highest caliber but he recognized his deficiencies as a network coordinator.
>
> Difficulty arising from efforts to get cooperative and constructive planning for expansion of the network.
>
> Director of a university unwilling to delegate responsibilities to an excellent technician.
>
> One librarian fired for disobeying an instruction not to become involved in the internal affairs of the individual districts.

Training

One necessary function of the cooperative is to train staff members at all levels to think in cooperative terms. The extent of training of the cooperative staff may be an important factor in the ability of the organization to adjust to the new demands which will be placed on library organizations of the future.

However, over 3/4 of the cooperatives have staffs without any special training or experience. Staffs with special training (Table 41) gained the expertise by previous experience in cooperatives, special courses or seminars, or formal in-service training.

Table 41 SPECIAL TRAINING OR EXPERIENCE OF PROFESSIONAL STAFF TO PREPARE THEM FOR SERVING IN LIBRARY COOPERATIVES

(N=23)	Percent
Previous cooperative experience	26
Courses or seminars	35
Formal in-service training	39
Total	100

The most obvious role of library networks in training persons for library cooperation, according to most respondents, is to provide training and experience in the characteristics of networks and to train the staffs of member libraries (Table 42). Only a few mentioned a task of recruiting persons into the field.

Table 42 ROLE OF LIBRARY NETWORKS TRAINING PERSONS FOR LIBRARY COOPERATION ACTIVITIES

(N=43)	Percent
Training and experience in characteristics of cooperative activity	61
Recruit persons to librarianship	7
Train staffs of member libraries	39

The training role of library schools, according to about 1/2 of the respondents (Table 43), is to provide training in the theory of library cooperation, including the advantages of networks and systems over service by individual libraries. Almost half of the respondents also cited general training in the theory and skills in librarianship. A few respondents also mentioned field training in networks. For example:

> Explain the trend towards the formation of larger units of service. Take students to visit library network headquarters as well as member libraries. Attendance at meeting of system boards may also prove useful.

> Emerging theories of network development need to be incorporated in the curriculum. Structures to insure that the facility is up on new trends and developments need to be devised. At present, in many cases such knowledge is found only in active libraries where it is at!

Table 43 ROLE OF LIBRARY SCHOOL IN TRAINING PERSONS FOR LIBRARY COOPERATION ACTIVITIES

(N=50)	Percent
Training about Networks	
Field oriented	16
Theory	40
Training in Librarianship	
Theory and skills	40
Service	12

Some other respondents felt there is need to expand the student's concept of the library role in the total community.

Also listed were such miscellaneous aspects as training in material selection principles, good business practices, and how to administer large organizations. Several of the respondents offered some particular ideas of interest:

> Offer courses on the subject with practicing networks as adjunct faculty.
>
> More information about systems and the way that different types can operate, budgeting information and how to get more money, subject specialization, methods of cheaper book catalogs and other union files.
>
> Recruit balanced individuals, emphases on community development and public administration, instill the concepts of cooperation and patron service, train in mechanization procedures, and de-emphasis narrow technical specialties.
>
> Techniques of other disciplines must be used and incorporated, such as industrial engineering, group psychology, political science, etc.
>
> Break down the barriers between form of media - we are inadequate with all forms and must use everything we can find to reach a child's mind.
>
> Teach the uses and advantages of various telecommunications equipment, teach advantages of interlibrary cooperation, and teach principles of creating effective change.

DIRECTOR

The purpose of this section is to characterize the persons who are most heavily involved in library cooperation, the directors of the cooperatives or persons who function in that capacity. A number of questions could be raised concerning directors. In what ways, if any, are they different from the directors of libraries? Have they moved into their position from the field of librarianship or have they been recruited from outside the field? What are their concepts of their roles? Are they oriented toward scientific management? What are their leadership styles, standards for performance and evaluation, decision-making techniques, use of authority, and attitudes about change?[1]

Age, Sex, Education

The average administrator is in his mid-forties, with the range in age from 27 years to 64 years. Slightly more than 1/2 are males. Over half of the directors have a master's degree in library science while over 1/4 have a fifth year bachelor's degree in library science (Table 44). On the average, it has been about 15 years since the directors finished their formal library science education, with the range being 2 to 42 years since completion.

Table 44 FORMAL LIBRARY SCIENCE EDUCATION

(N=81)	Percent
None	5
Undergraduate minor	3
5th year bachelor's	29
Uncompleted master's program	2
Master's degree	59
Doctoral degree	2
Total	100

1 In addition to the data presented in this section, the directors responded to a series of agree-disagree scale items concerning a variety of issues and aspects of library cooperation. These items have not been analyzed in this report, however the list of items and the overall agreement scores are presented in Appendix C.

About 1/2 of the respondents have received formal education outside of librarianship (Table 45) including 17% who have master's degrees, primarily in literature or education, with some in social science ard history. Only two respondents had a master's degree in administration. Two persons had Ph. D.'s, one in higher education and one in communications.

Table 45 FORMAL EDUCATION BEYOND BACHELOR'S DEGREE IN NON-LIBRARY FIELD

(N=80)	Percent
None	51
Additional hours beyond bachelor's	30
Master's degree	17
Doctoral	2
Total	100

Work Experience

Virtually all of the administrators had previous library work experience (Table 46). In almost 1/2 of the cases, this experience was in two or more types of libraries.

Table 46 PREVIOUS FULL-TIME LIBRARY POSITIONS HELD BY ADMINISTRATOR

(N=81)	Percent
None	4
Academic only	13
Public only	31
School only	1
Special only (non-governmental)	3
State or federal government only	3
Combination of 2 or more types of libraries	44
Total	100

Over 2/3 of the respondents have had work experience outside of the library field (Table 47), principally in teaching, administration, or military service. For example:

Accounting.

Teaching library science.

Captain in American Red Cross.

Others have been in journalism, public relations, social work, or industrial engineering.

Table 47 NON-LIBRARY WORK EXPERIENCE SINCE GRADUATION FROM COLLEGE*

(N=65)	Percent
None	30
Administrative, management, fiscal	14
Teaching, other educationally-related work	24
Verbally oriented work (e.g. journalism, public relations)	8
Military	11
Service positions	3
Scientific, engineering, research	5
Miscellaneous, non-professional	5
Total	100

* Only the most recent professional-level occupation was coded for the respondents with more than one previous non-library occupation.

Almost 2/3 of the directors have been administrators of single libraries. In some cases the cooperative directors are currently or have been directors of one of the libraries in the cooperative. The average length of time in their cooperative job is about 4 years, with a range from less than a year to 25 years.

Occupational Identification

To establish the principal occupational identification of the administrators they were asked, "If you were asked in some formal place, such as in a passport application, to name your occupation, what would you give?" (Table 48).

Table 48 DIRECTOR'S OCCUPATIONAL IDENTIFICATION

(N=81)	Percent
Librarian	84
Manager, executive, administrator	11
Other (information scientist, university faculty)	5
Total	100

Over 80% labeled themselves as librarians. About 10% called themselves managers, executives, or administrators. A few preferred the title of information scientist or university faculty.

Appeal of Present Position

Compared to data for executives in the federal government, the cooperative directors find their occupation to be quite appealing (Table 49). Compared to their low ratings for working in a large private business, the occupational appeal of their jobs is quite high. Only 6% of the respondents are actively interested in making a job change (Table 50), although almost 1/2 of the respondents indicated they would change jobs if the right opportunity occurred.

Table 49 OCCUPATIONAL APPEAL OF LIBRARY NETWORKS VS. LARGE PRIVATE BUSINESS COMPARED TO SIMILAR RATINGS BY FEDERAL GOVERNMENT EXECUTIVES--Mean Ratings of Statements on a 10-Point "Agree-Disagree" Scale; the Higher the Score, the More Agreement

	Library Cooperative Directors (N=94)	Federal Government Executives* (N=271)
All things considered, working for a large private business firm appeals to me	3.2	4.8
All things considered, working for (a library network) (the federal government) appeals to me	8.4	8.7
Difference: occupation minus "business	+5.2	+3.9

* Data for federal government taken from Franklin P. Kilpatrick, Milton C. Cummings, Jr., and M. Kent Jennings, Source Book of a Study of Occupational Values and the Image of the Federal Service, Washington, D. C.: The Brookings Institution, 1964, p. 75.

Table 50 ATTITUDE TOWARD MAKING JOB CHANGE IN THE NEAR FUTURE*

(N=78)	Percent
Position recently acquired, no anticipated move	16
Well settled, no anticipated move	32
Not actively seeking change; would change if right opportunity occurred	46
Actively interested in making a job change	6
Total	100

* Respondents were asked to choose between the four alternatives.

Occupational Values

As measured by several occuaptional value scale items, the occupational values of the directors are similar to those of the business executives and federal government executives surveyed by the Brookings Institution (Table 51). However, when asked what factors would enter into their decision in making a job move (or, what factors would enter into a decision to retain their jobs), 1/2 of the directors mentioned "defensive" factors primarily (Table 52). That is, they mentioned the importance of financial reward, a good physical working environment, security, fringe benefits, or other values which indicate a primary concern for self. "Expansive" values such as challenge, program development, service, achievement, or other values which indicate a primary concern for others were mentioned by about 1/4 of the respondents.

Table 51 GENERAL OCCUPATIONAL VALUES--Average (Mean) Ratings of "Occupational Value" Statements on a 10-Point "Agree-Disagree" Scale; the Higher the Score, the More Agreement

	Library Cooperative Directors (N=95)	General Employed Public* (N=1087)	Business Executives* (N=272)	Federal Government Executives* (N=271)
It is more important for a job to offer opportunity than security.	8.0	5.9	7.7	7.9
To me, it is important in an occupation that a person be able to see the results of his own work	8.5	8.4	8.6	9.0
Work is most satisfying when there are hard problems to solve.	8.0	6.5	8.1	8.7
To me, it is important in an occupation for a person to be able to carry out his own ideas without interference.	7.0	6.7	7.6	6.7

* Data taken from Franklin P. Kilpatrick, Milton C. Cummings, Jr., and M. Kent Jennings, Source Book of a Study of Occupational Values and the Image of the Federal Service, Washington, D. C.: The Brookings Institution, 1964, pp. 146, 147, 154 and 155.

Table 52 FACTORS CONSIDERED PRIOR TO MAKING A JOB CHANGE*

(N=70)	Percent
"Expansive" values primarily (concern for programs, service, challenge, development)	24
"Defensive" values primarily (financial reward, security, working conditions)	51
Combination of expansive and defensive values	19
Unable to classify	6
Total	100

* Responses to the question "In contemplating making a job move, what factors would enter into your decision? (If you do not intend to move, what factors enter into your staying where you are?)".

Attitudes Toward Role

About 1/2 of the directors of cooperatives entered into cooperative activity primarily because of "active" reasons; that is, factors involved in creating the cooperative, the perceived importance of the job, challenge, or opportunity for advancement (Table 53). For example:

> It offered an opportunity for advancement in library work.
>
> Interest in computer applications for libraries led to first network position.

The other half of the respondents entered the cooperative essentially for "passive" reasons such as availability of job, chance, or appointment to job because they were director of one of the libraries. For example:

> It evolved. I had no particular like or dislike of networks.
>
> Chairmanship rotated among member libraries.

Table 53 REASONS FOR BECOMING INVOLVED IN LIBRARY COOPERATION*

(N=73)	Percent
"Active" reasons primarily (created group, importance of job, challenge, advancement, etc.)	48
"Passive" reasons primarily (chance, job was available, involved because of position)	45
Combination of active and passive reasons	7
Total	100

* Responses to the question, "How did it happen that you got into network activity, i.e., what factors entered into your choice?".

The positive aspects of the job are described in "expansive" terms such as achievement and accomplishment by about 80% of the respondents (Table 54). For example:

> Sense of achievement as program develops.
>
> Seing that the selection of books has paid off in readership and use.
>
> Improvement of total library operation, apparent satisfaction and approval of patrons.

Only about 10% of the respondents mentioned "defensive" factors such as financial reward, security, or working conditions.

Table 54 POSITIVE ASPECTS OF ADMINISTRATOR'S ROLE*

(N=74)	Percent
"Expansive" values primarily (concern for programs, service, challenge, development)	79
"Defensive" values primarily (financial reward, security, working conditions)	11
Expansive and defensive values	10
Total	100

* Responses to question "What have you found to be the main satisfactions and rewards of your present role?".

The negative aspects of the administrator's role are principally twofold: (1) lack of security, budget, and staff resources as mentioned by over half of the directors, and (2) problems in securing cooperation which frustrate whatever plans for change or accomplishment the director might have. Essentially, these factors are the barriers to cooperation described earlier. The uncooperative and conservative attitude of the librarians in the cooperative was especially distressing to almost half of the respondents.

Differences of opinions about aims and objectives.

Members' fear of new ideas and loss of autonomy.

Poor librarians with limited view of library service.

An inability to identify enough people interested in making programs go. Too many appear to want to rest on their elbows.

These two aspects -- the problem of securing resources and problems of working with the librarians in the cooperative -- emerge as the principal frustrations faced by the directors of the cooperatives.

As indicated by responses to the question, "What do you see as the most important things you should do in your present role?", the four major dimensions of the role of a director of a cooperative are to: (1) improve and expand services, (2) manage the organization, (3) encourage cooperation, and (4) secure better financial and physical resources.

For example, in the service area,

It is important that I do what will improve service to users.

Advance and increase library service.

Keep the service effective, rapid, and of high quality.

Management of the cooperative was described in these terms:

> Organize work of participating libraries, branches and bookmobiles.
>
> Anticipate trouble spots and plan in advance.
>
> Be prepared with as many as possible alternatives to problems so as to be able to counteract crises.

The job of obtaining cooperation was described by one respondent as:

> Serve as a catalyst for accomplishing increased cooperation among member libraries, so that service to the user can be improved.

Improving the financial condition of the cooperative was described as:

> Keep the operation - or get it there - on a solid financial base.

The leadership or change role was important to a number of the directors, especially by means of improved public relations. Comparatively few respondents mentioned the importance of building collections, of increasing the number of members, or of automation, Also, few respondents described their role in terms of long-range planning or policy making.

Preparation for Role

About 1/2 of the directors indicated that their library school education was useful for their experience in cooperatives (Table 55). In particular, courses in administration and reference or library service were listed as most useful. About 10% said that other professional non-library education or training was most useful. However, 1/3 of the respondents stated that their professional education or training was of little or no value in suiting them for work in a cooperative. Most of these directors believed that only their experience has been useful. For example:

> Most of the things I need to know have been learned from experience.
>
> All I know has been learned on the job. Library school was a zero!

Table 55 ASPECTS OF PROFESSIONAL EDUCATION AND TRAINING MOST USEFUL IN LIBRARY COOPERATION

(N=68)	Percent	
Library School Education		
Administration	22	
Not further specified	13	
Reference or service courses	12	
Systems analysis or research	3	
Other	5	
Subtotal		55
Other Education or Training		11
Professional Education or Training of Little or No Value		
Specified that only experience has been useful	22	
Not further specified	12	
Subtotal		34
Total		100

The major inadequacies in professional education and training were described by the respondents in terms of inadequacies in their library education and the other kinds of training which would have been useful (Table 56).

Table 56 MAJOR INADEQUACIES IN PROFESSIONAL EDUCATION AND TRAINING FOR LIBRARY COOPERATION

(N=58)	Percent
Inadequacies in Library Education	
Inadequate theories, concepts	9
Lack of practical training, gap between theory and practice	28
Lack of training in library cooperation; excessive stress on types of libraries	13
Lack of training in obtaining funds, "grantsmanship"	9
Other Training Needed	
Management, public administration, legal, budgetary, or political	48
Systems analysis, research	19
Computer or data processing	14
Public relations, psychology	21
Not further specified	3

The major complaint about library education was the lack of "practical training", particularly the gap between theory and practice which was mentioned by over 1/4 of the respondents.

> Lack of relationships between classes and practice.

> To give young library school students training in administration -- which is what one needs -- is not always fruitful since there is a long gap, filled with many developments, between theory and practice.

Some of the respondents complained that the library schools do not provide training in cooperation because of the excessive stress on types of libraries. Others complained that library school did not provide theories and concepts which could serve as useful guides.

> No real library technical service training, for example, no training in reasons for using Dewey or L. C..

> No attempt to establish the basic ideas of professionalism or to present the field of librarianship in a general way.

Finally, some respondents specifically complained about the lack of training in "grantsmanship" or the presentation of written program proposals which would obtain funds.

The most common deficiency in their training and education mentioned by 1/2 of the respondents was their lack of training in management, administration, or the legal, budgetary or political aspects of library service. Others mentioned the need for training in public relations and psychology, systems analysis and research, or computer and data processing training.

Role of Research

An important consideration for development of cooperative organizations is whether they take their structure as given and attempt to find goals to match or whether they have some clear notion of their goals and have developed a structure to maximize goal achievement.

The awareness of the network directors about this kind of problem is reflected in their view of the usefulness of research. As seen in Table 57, 1/3 of the cooperatives do not feel that any research activities should be undertaken by their network to help with network development. Further analysis using some of the scale items in the questionnaire will make it possible to ascertain whether this reflects their attitudes about research in general.

Table 57 RESEARCH ACTIVITIES ADVOCATED BY DIRECTOR*

(N=78)	Percent
None	33
Service effectiveness and user needs	28
Equipment, systems, process	10
Structure or expansion	4
Administration and management	2
Evaluation, not further specified	2
General, not specified	14
Two or more research activities	8
Total	100

* Responses to question "Are there any research activities which your network should undertake which would be helpful for network development?"

The research activity most often mentioned by over 1/4 of the respondents was research into service effectiveness and user needs. For example:

How effective is present service?

Determination of extent of improvement of services and effect on populations served.

How should networks function in order to most effectively serve the individual patron?

Other studies mentioned were analysis of their processes and systems, the possibility of adding more equipment, expansion of the cooperative, studies of cooperative administration, or studies of general evaluation.

On the whole, the cooperative directors do not seem to be aware of or appreciate operations or cost effectiveness research. There was not much concern about refining their definition of services and objectives, although some respondents mentioned the problem of measuring the impact of services. In general, considering the kind of need for research pointed to by some persons in the field, the respondents did not exhibit much appreciation of management analysis.

Chapter 5

CONCLUSIONS

The major objective of this report has been to identify, categorize, and describe the major dimensions of interlibrary cooperation which have implications for manpower development in librarianship. These dimensions include: (1) the power budget of a cooperative, that is, the capability of a cooperative as represented by its structure, resources, and decision-making processes to accomplish its goals; (2) the domain of a cooperative--the current and future claims the cooperative stakes out for itself; (3) a cooperative's opportunities and constraints such as orientation of director, capabilities of the staff, and the perceived barriers to goal achievement which intervene between a cooperative's power budget and its successful establishment and defense of a domain.

In further analyses of the aggregate data presented in this report, together with additional case study information, typologies of library cooperative arrangements will be developed, the interrelationships among these dimensions will be explored, and the specific factors which affect cooperative development and sustenance will be identified.

In this final chapter, the major conclusions about each of the three dimensions are presented and implications for manpower development are discussed.

POWER BUDGET

The nature of power budgets which are available to library cooperatives varies widely; however, in general their structures insure great autonomy for the member libraries. The heterogeneity of the member libraries which are located in many different political jurisdictions together with the newness, ambiguity, and informality of cooperative structure raise basic questions about the adequacy of cooperative structures for establishing significant domains. The financial base for cooperative activity also suggests that the cooperatives do not have the necessary clout to accomplish their goals. In most instances, the economic bases of the cooperatives are not under their control; they depend upon the continuance of outside support. Unlike Great Britain, for example, library cooperation in the United States does not depend upon significant financial contributions from the member libraries.

The question of the adequacy of cooperative power budgets is raised most sharply by the data on their decision processes. In many cooperatives the stringent requirement for consensus and the refusal to attempt to influence member libraries indicate that the cooperatives have only a minimal leadership role in setting goals, resolving conflicts, and mobilizing resources. Even those cooperatives which do attempt to influence members may have insufficient tactics of persuasion for the task.

DOMAIN

In spite of their inadequate power budgets, almost all of the cooperative directors are optimistic about both the continuance of their organizations and the accomplishment of their major goals to expand or improve their service capability, to increase resources, and to improve the efficiency of their operations. To accomplish these goals, the directors look toward changes in their power budget.

In the short run, the directors were mainly concerned with adding resources, improving finances and manpower, and adding new members. For the long term, the directors stressed structural changes, such as increased centralization and merger or cooperation with another network. The emphasis is upon improving their power budget, that is, the means of cooperation. The ends of cooperation seem to be to assist the members in accomplishing their own goals, rather than to move the whole aggregation of libraries toward substantially different goals. If this view of their role extends into the future, the cooperative domain will essentially be to conserve or maintain existing systems. It is questionable whether a consequence of cooperation will be to produce significant changes in the goals or life-style of member libraries.

OPPORTUNITIES AND CONSTRAINTS

A number of variables intervene between the resources of power which a cooperative may have and its successful deployment of these resources in the establishment and maintenance of its domain. In this report three major intervening variables have been identified and described: perceived obstacles and barriers to goal achievement, the capabilities and potential of the staff, and the perspectives and capabilities of the director. Regardless of the level of the power base of a cooperative, if the director and staff do not have the capabilities, perspectives, or will to use their power budget effectively, and if insurmountable barriers are perceived, the cooperative will not be able to effectively establish and maintain a domain.

The respondents rated the lack of adequate funds and the fear of loss of autonomy by the member libraries as the major obstacles to interlibrary cooperation. Other barriers mentioned were administrative, legal, political, and manpower problems. Problems of technology were mentioned by only a few directors.

The personal qualities needed for working in a cooperative were described as a combination of ability to get along with people, intelligence, openmindedness, and initiative. The director needs the qualities necessary to overcome the barriers to cooperation and particularly the uncooperative and often conservative attitudes of librarians in the member libraries. The directors felt that the major inadequacies in their training and education were managerial, administrative, legal, budgetary and political in nature. Many also wanted additional training

in public relations, psychology, systems analysis, and data processing. However, the directors did not view research as useful for problem-solving. For example, there was a notable absence of statements about the importance of analyzing the effectiveness of network activities. The recent lament of Robert Rohlf about the lack of appreciation of rigorous analysis in librarianship seems to be warranted.

> Why cannot the library profession, working closely with the best accounting firms, provide more meaningful cost accounting procedures - or the so-called cost-effectiveness ratios managers need? Is it because we cannot define our services and objectives finely enough? Or is it because we refuse to learn, to even understand, management cost-ratio techniques? Or, is it because we are fearful of the impact of the knowledge of the real costs of some of our operations and services?[1]

The directors generally believe success will come from use of good judgment and from the good will of good people. For example:

> It seems to me that cooperation of libraries depends, to a large extent, on the individuals involved, regardless of other factors, such as geography, types of libraries, sources of support. I would guess that cooperation results when you have heads of libraries willing to cooperate in deed as well as by word.

> A network is not a special phenomenon to which you can attach researchy words. When it works well, it is because good judgment has been used to meet a human need. Its success will in the long run depend on the talent and resources available for its proper functioning. Systems and techniques aid in this but they don't determine the course of events. They should be used but not worshiped.

IMPLICATIONS FOR MANPOWER DEVELOPMENT

Significant changes are needed in the education and training of persons preparing to enter librarianship and in the further education of persons already in the field. The knowledge and skills needed by the administrators and staff of library cooperatives require new or improved programs of undergraduate, graduate, and continuing education. In particular, persons need to be schooled in the principles and techniques of building inter-organizational structures, communication linkages, mobilization of resources, decision-making, and problem-solving. Persons need to be trained to think in network terms and to deal with the fears about cooperation at all staff levels.

---

1 Robert Rohlf, "Fears of Real Costs: Some Financial Aspects of the PLA System Study", American Libraries, March, 1970, p. 244.

The cooperative phenomonon appears to have developed plans, procedures, policies, and structures in reaction to outside pressures rather than as a result of positive planning. The financial structure of library services and the social and political environment are changing; but there appears to be a lag in the development of manpower. It may be that manpower development in this field suffers a lag because it is easier to establish new, non-competitive structures than it is to change attitudes, ideas, or patterns of behavior. The times may be producing new cooperative structures, but as of now it appears that there will be few persons able to effectively develop and operate these structures.

The kinds of expertise required for innovation in library networks varies because of the complexity of the kinds of networks. At one end of the continuum there will be needed persons who are acquainted with experimental design, statistics, and mathematics and who can develop complex system models so that the intricate planning can proceed. At the other end of the continuum there will be needed politically-sophisticated persons who can innovatively adapt procedures and effectively deal with the rapidly changing environment.

Besides the usual training in the scope and the sub-culture of the library field, its major occupational roles, its organizations and its traditions, it will be necessary to develop more extensive field experiences. New linkages between library schools, schools of administration, research and development firms, and the library networks are needed to develop the skilled manpower required by networks at this stage.

To develop the required power budgets, to determine appropriate cooperative domains, and to overcome the many barriers to cooperation will require more persons with a background in the social and quantitative sciences. Social science theories and methods, operations research expertise, knowledge of economic and political systems, and expertise in the design and evaluation of planned change are needed to develop effective systems for the delivery of library and information services.

APPENDIX A

November, 1969

Interlibrary Cooperative Service Policies Questionnaire

Please return to:

Edwin E. Olson, Ph.D.
School of Library and Information Services
University of Maryland
College Park, Maryland 20742
Telephone: (301) 454-3016

INTERLIBRARY COOPERATIVE SERVICE POLICIES QUESTIONNAIRE

Introduction

This questionnaire is designed to obtain information on the service policies of interlibrary cooperatives. It is divided into two sections:

I. Indirect User Service Policies
(Services which a central or a member library extends to another library in response to an individual patron's request which has been forwarded.)

II. Support Services
(Services provided by one library to another which have no one-to-one relationship to individual patron requests.)

Any user services which a central or a member library provides directly to an individual patron of another member library are omitted in this survey.

Please answer the questions carefully. The term "network" is used throughout as a shorthand description of the cooperative.

Instructions

1. If your network provides only a few services the questionnaire can be completed very quickly by scanning the outline on the next page and by turning directly to those questions covering the service areas of the network.

2. Unless there are specific "SKIP" instructions, answer every numbered question by checking [✓] either "yes" or "no" and follow the arrows to the next numbered question or to additional detailed questions.

3. Almost all of the questions ask you to generalize about the services of the network. If there are significant variations or exceptions to these general policies, please describe the exception in one of the margins.

4. Answer each question about your services in terms of whether you currently provide the service. Do not include either services you plan to initiate in the future or services you would provide if demanded. You may write "future" or "no demand" next to questions if you wish.

Identification

1. Name of Network _____

2. Person completing questionnaire _____
(name)

_____
(title)

3. Must the information provided in this questionnaire remain confidential?
(CHECK ONE)
- ☐ YES, do not identify this network with any information in this questionnaire.
- ☐ NO, any of the information in this questionnaire may be identified with this network.

Outline of Questionnaire

	Question Number
I. Indirect User Services	
A. Provision of Materials	
1. Originals	1-16
2. Facsimiles	17-22
3. Remote Delivery	23
B. Citation Services	
1. Verifying Citations	24-26
2. Subject Searches	27-29
3. Resource and/or Location Tools	30-37
C. Answer Services	38-39
D. Translations	40
E. Other Services (open question)	41
II. Network Support Services	
A. Materials and Equipment Services	
1. Selection and acquisition	42-47
2. Cataloging, Duplicating, Processing	48-53
3. Collection Maintenance	
a. Exchange	54
b. Weeding	55
c. Storage	56
d. Binding	57
e. Other	58-59
B. Personnel Services	
1. Specialized Personnel	60-66
2. Network Studies, Surveys, Planning	67-68
3. Training	69-72
C. Communication System	73
D. Publicity	74
E. Other	75

PROVISION OF MATERIALS

Originals

1. Does the network provide original material (documents, films, etc.) to the member libraries?

No ☐ Yes ☐

SKIP TO QUESTION #17

Specify who provides material (e.g., all members, some members, central facility only)_____

_____

Does the network have written policies and/or procedures which govern the provision of original materials?

No ☐ Yes ☐

Specify_____

_____

2. Are any restrictions placed on these materials by the network?

No ☐ Yes ☐

Restrictions due to form of material?

No ☐ Yes ☐

Specify (eg., monographs only)_____

_____

_____

Restrictions due to age or condition of material?

No ☐ Yes ☐

Specify (eg., current periodicals)_____

_____

_____

Restrictions due to availability of materials either geographically closer to user or otherwise available elsewhere?

No ☐ Yes ☐

Specify (eg., decision that certain members of network will be the ones to loan specific materials)_____

_____

_____

Restrictions due to categorization of material?

No ☐ Yes ☐

Specify (eg., rare; reserve; reference) _____

_____

Restrictions on numbers of items provided?

No ☐ Yes ☐

Specify _____

3. May members make a telephone request for materi

No ☐ Yes ☐

Are there restrictions on this service?

No ☐ Yes ☐

Specify (e.g., certain hours or days only)_____

_____

_____

4. If a member makes a written request for material must a specific form be used?

No ☐ Yes ☐

Specify_____

_____

5. Are there other means of placing requests for material?

No ☐ Yes ☐

Specify (eg., teletype; radio; messenger) _____

_____

_____

Are there restrictions on this service?

No ☐ Yes ☐

Specify (eg., certain hours or days only)_____

_____

6. If the citations for material requested are incomplete, ambiguous, or incorrect, is there an attempt made to identify the material requested before referring the citations back to the sender?

No ☐ Yes ☐

Are citations corrected only if there is evidence that the requestor attempted verification before forwarding request?

Yes ☐ No ☐

Is there a limit on the number of citations?

No ☐ Yes ☐

Is there a limit on time spent for verification?

No ☐ Yes ☐

Specify_____

Is there a charge for verification service?

No ☐ Yes ☐

Specify_____

7. Does the network provide delivery service?

No ☐ Yes ☐

Specify (eg., first class mail; messenger) _____

8. Is there a definite policy on the length of a loan?

No ☐ Yes ☐

Specify (eg., 2 weeks) _____

9. Are most materials renewable?

No ☐ Yes ☐

Can renewals be made by telephone or other communication facility?

No ☐ Yes ☐

Can renewals be made by mail?

No ☐ Yes ☐

10. Are there charges made for loaning materials? (If procedures differ for members and non-members, please indicate)

No ☐ Yes ☐

Specify (eg., flat or minimum charge per item; annual fee; handling and/or postage) _____

Is there a special billing procedure established?

No ☐ Yes ☐

Specify (eg., cash; per item; deposit accounts; specified periods) _____

11. If the material requested is not immediately available, can the material be reserved?

No ☐ Yes ☐

Is the material automatically sent when available?

Yes / No

Is the requestor automatically notified?

Yes / No

Can a request for notification be made when it becomes available?

Yes / No

12. If the material requested will take considerably longer to obtain than originally estimated, is the requestor notified of this fact?

No / Yes

13. If the material requested is being processed, will the processing be interrupted to make it available for use?

No / Yes

14. If a member does not have the material requested does it return the request to the requestor?

No / Yes

15. If network members do not have the material requested will they attempt to obtain the material?

No / Yes

Will the member purchase the material?

No / Yes

Will the member automatically act as agent to obtain material from another network member?

No / Yes

Will member automatically act as agent to obtain material from a source outside of the network membership?

No / Yes

Is any other procedure initiated to obtain material?

No ☐ Yes ☐

Specify _____

_____

16. Do network policies or procedures govern this service?

No ☐ Yes ☐

Specify (eg., formal written statement; simple consensus) _____

_____

_____

_____

Facsimilies

17.. Does the network have facilities for providing facsimile copies?

No ☐ Yes ☐

SKIP TO QUESTION #24

Specify (eg., at all member institutions; at some; at a "central" facility only) _____

_____

_____

18. Are any restrictions placed on copying services by the network?

No ☐ Yes ☐

Restrictions on length of job (either in number of pages or length of time machine is employed)?

No ☐ Yes ☐

Specify _____

_____

_____

Restrictions on type of material?

No ☐ Yes ☐

Specify (eg., periodical articles only) _____

_____

_____

Do members forward or fill each request for facsimile copies as it is made?

Yes ☐ No ☐

Are requests forwarded or filled only when a set number of requests have been accumulated?

No ☐ Yes ☐

Specify (eg., 10 items; 300 pages)_____

_____

Are requests forwarded or filled only at certain times?

No ☐ Yes ☐

Specify (eg., certain hours of day; certain days of week)

_____

_____

Does the network provide delivery service to member libraries?

No ☐ Yes ☐

Specify (eg., first class mail; messenger)_____

_____

Are there charges made for copying services?

No ☐ Yes ☐

Specify (eg., flat or minimum charge; per page charge; limited free copies)_____

_____

Is there a special billing procedure established?

No ☐ Yes ☐

Specify (eg., cash; per item; deposit accounts; specified periods)_____

_____

22. Do network policies or procedures govern this service?

No ☐ Yes ☐

Specify (eg., formal written statement; simple consensus)_____

Remote Delivery

23. Does the network provide remote delivery (eg., bookmobile or van) service?

No ☐ Yes ☐

Are there any restrictions on the kinds of materials which will be delivered?

No ☐ Yes ☐

Specify (e.g., special collections, forms of materials_____

CITATION SERVICES

Verifying Citations

24. Will the network verify, complete, or correct bibliographic citations if a request for materials is not involved?

No ☐ Yes ☐

Specify who provides the service (eg., all members; some; centra facility only)_____

25. If the network member or facility are unable to provide citation service (or"adequate" service in any particular case) will they attempt to obtain this service either within or outside the network?

No ☐ Yes ☐

Specify (eg., automatically; only upon further request; inside network only)_____

26. Do network policies or procedures govern this service?

No ☐ Yes ☐

Specify (eg., formal written statement, simple consensus)_____

_____

_____

_____

Subject Searches

27. Will the network fill requests for lists (eg., bibliographies) of material on a specific subject?

No ☐ Yes ☐

Specify (i.e., any limitations as to time factors, level of need, number of citations, date or form of material included, charges, etc.)_____

_____

_____

_____

_____

Are subject searches limited to a one request - one service basis?

Yes ☐ No ☐

Are recurrent subject searches (i.e., periodic updating of specific searches) made if requested?

No ☐ Yes ☐

Specify_____

_____

_____

_____

_____

Does the network ever undertake to evaluate the "quality" of materials included in the lists (eg., bibliographies) which are produced?

No ☐ Yes ☐

Specify how this is done _____

_____

_____

_____

28. If the network member or facility is unable to provide subject searches (or "adequate" searches in any particular case) will they attempt to obtain this service either within or outside the network ?

No ☐ Yes ☐

Specify (eg., automatically; only upon further request; inside network only)_____

29. Do network policies or procedures govern this service?

No ☐ Yes ☐

Specify (eg., formal written statement; simple concensus)_____

Resource and/or Location Tools

For the following questions, numbers 30-37, please be sure to indicate if the tool provided is restricted to material at one network member facility or if it is a union list for either part or all of the network; further indicate if the tool reflects sources available from an area greater than the network organization, eg. The Union List of Serials. Also state if the tool is produced by the network noting method of production if of interest (eg., computer produced.)

30. Does the network provide any resource and/or location tools for members?

No ☐ Yes ☐

SKIP TO QUESTION #38

31. Does the network provide list(s) of serials?

No ☐ Yes ☐

Specify (eg., format, limitations, scope, subject, etc.)_____

32. Does the network provide a subject catalog in book form?

No ☐ Yes ☐

Specify _____

33. Does the network provide means for identifying special collections (eg., manuscript collections)?

No ☐ Yes ☐
Specify _____

34. Does the network provide an acquisitions list which accumulates regularly and has either a detailed classification or a subject index?

No ☐ Yes ☐
Specify _____

35. Does the network provide a means for identifying reference book locations?

No ☐ Yes ☐
Specify _____

36. Does the network provide any other resource and/or location tools?

No ☐ Yes ☐
Specify _____

37. Does the network make charges for using (eg., querying a computer for serials location information) any resource or location tool by members?

No ☐ Yes ☐
Specify _____

Are charges made for use by non-network members?

No ☐ Yes ☐
Specify _____

ANSWER SERVICES

*NOTE "Simple fact" questions are defined as those requiring a single answer that may be found in one reference tool such as a directory, atlas, handbook, etc., although the librarian may have to look in more than one such tool before the answer is found.

"Multiple fact" questions involve answers compiled from more than one source where the various parts of the answer are brought together for the user.

"Complex fact" questions utilize various sources from which conflicting facts and opinions are compiled, compared, and contrasted.

"State-of-the-art" require a synthesis of all information into a unified essay, frequently involving critical judgment and sometimes translation.

38. Will the members or the central facility provide answers to "simple fact"* questions if the demand is made?

No☐ Yes☐

Are answers to "multiple fact"* questions provided if the demand is made?

No☐ Yes☐

Are answers to "complex fact"* questions provided if the demand is made?

No☐ Yes☐

Are"state-of-the-art"* reviews provided if the demand is made?

No☐ Yes☐

39. Do network policies or procedures govern these services?

No☐ Yes☐

Specify (eg., formal written statement; simple concensus)_____

TRANSLATIONS

40. Does the network translate any materials, or have access to translation service as a result of network affiliation?

No☐ Yes☐

Specify (eg., give example stating limitations as to language, length, number of requests, charges)_____

95

41. Are there any other indirect user services (i.e., services provided by the central facility or by a network member to another in response to individual patron requests) which are provided and which you feel are not adequately covered by this questionnaire?

No ☐ Yes ☐

Specify:

II. NETWORK SUPPORT SERVICES

MATERIALS AND EQUIPMENT SERVICES

Selection and Acquisition

42. Does the network provide selection aids (either tools and/or counseling)?

No ☐ Yes ☐

Specify (i.e. give example(s); eg., recommended list of phonographs; childrens book consultant)_____

Separate questions on library materials (43-45), equipment (46) and office supplies (47) follow:

43. Does the network provide for purchase of library materials centrally?

No ☐ Yes ☐

Specify (eg., state limitations such as current American monographs only; serials only)_____

Are there charges for this service?

No ☐ Yes ☐

Specify (eg., per item; percentage; network fund)_____

44. Are some materials (eg., expensive general reference sources) purchased with network funds for access by all network members?

No ☐ Yes ☐

Are materials purchased in this manner always stored at a "central" network facility?

No ☐ Yes ☐

Are they placed in a member facility according to subject matter or some other criterion?

No ☐ Yes ☐

Specify_____

Is there a formal written statement that defines this purchase policy?

No ☐ Yes ☐

Specify_____

45. Does the network have a subject and/or format acquisition program (eg., one member collects Latin American materials or one member collects newspapers)?

No ☐ Yes ☐

Specify _____

Is there a formal written statement that defines this acquisition program?

No ☐ Yes ☐

Specify _____

Are there charges related to this program?

No ☐ Yes ☐

Specify (eg., network fund) _____

46. Does the network provide equipment purchase service (eg., photocopy machines, microfilm equipment, library furniture)?

No ☐ Yes ☐

Specify (eg., purchase by one member or a central facility for use by all members; purchase by central facility for purpose of taking advantage of discount prices) _____

Is there a formal written statement that defines this service?

No ☐ Yes ☐

Specify _____

Are there charges for this service?

No ☐ Yes ☐

Specify (eg., network fund)_____

47. Does the network provide office supplies for the members (eg., pencils, paper, et

No ☐ Yes ☐

Specify _____

Cataloging, Duplicating, Processing:

48. Does the network provide cooperative cataloging service?

No ☐ Yes ☐

Specify (eg., MARC tapes)_____

Does the service include more than bibliographic information?

No ☐ Yes ☐

Does it include subject cataloging also?

No ☐ Yes ☐

Does it include classification also?

No ☐ Yes ☐

Do all members of the network participate in this program?

Yes ☐ No ☐

Explain briefly (eg., participation by choice)_____

49. Does the network provide catalog card duplication service?

No ☐ Yes ☐

Specify_____

50. Does the network provide materials processing service?

No ☐ Yes ☐

Specify (eg., pockets and labels for monographs only)_____

51. Are any of the above cataloging, duplicating and/or processing services automated?

No ☐ Yes ☐

Specify (eg., computer catalog card production)_____

52. Is there a formal written statement which governs any of the above cataloging, duplicating, and/or processing services?

No ☐ Yes ☐

Specify_____

53. Are charges made for any of these services?

No ☐ Yes ☐

Specify (eg., network fund)_____

Collection Maintenance Services

Exchange Programs:

54. Does the network participate in any materials exchange programs? (Please indicate if specific members of network participate in specific programs for network-wide benefit)

No ☐ Yes ☐

International exchange programs?

No ☐ Yes ☐ Specify _____

National exchange programs?

No ☐ Yes ☐ Specify _____

Local and/or regional exchange programs?

No ☐ Yes ☐ Specify _____

Weeding Programs:

55. Does the network support a materials weeding program?

No ☐ Yes ☐

Specify (eg., frequency, dispensation of materials)_____

_____

_____

_____

Storage Programs:

56. Does the network support a materials storage program?

No ☐ Yes ☐

Does the network act as a depository for government documents

No ☐ Yes ☐

Does the materials storage program include materials other than government documents?

No ☐ Yes ☐ (Specify _____)

Are these materials stored in a separate building rather than storage in areas in a member facility?

No ☐ Yes ☐

Are limitations placed on the use of the facility (eg., serials only; specific number of items accepted per year)?

No ☐ Yes ☐

Specify _____

Is there a formal written statement that governs this program?

No ☐ Yes ☐

Are charges made for the use of the facility?

No ☐ Yes ☐

Specify (eg., per item, set charge) _____

Binding Programs:

57. Does the network provide binding services (either done by a network facility or contracted to a private binding service)?

No ☐ Yes ☐

Specify _____

Is there a formal written statement that governs this program?

No ☐ Yes ☐

Specify _____

Are charges made for this service?

No ☐ Yes ☐

Specify _____

58. Does the network provide access to any other collection maintenance services (either by a network member or through a contract with a private service, e.g., newspaper microfilming program, film repair)?

No ☐ Yes ☐

Specify _____

59. Does the network provide a centralized circulation control file for the entire network membership?

No ☐ Yes ☐

Specify (eg., computer print out on a daily basis) _____

PERSONNEL SERVICES

60. Does the network provide general advisory personnel for members?

No ☐ Yes ☐

Is the service available only on matters concerning network operations?

No ☐ Yes ☐

Specify _____

61. Does the network provide systems design and implementation personnel for members?

No ☐ Yes ☐

Specify _____

62. Does the network provide professional staff with special areas of expertise to members (eg., children's service specialists, building consultants)?

No ☐ Yes ☐

Specify _____

63. Does the network provide sub-professional or clerical staff to meet needs of members?

No ☐ Yes ☐

Specify _____

64. Does the network provide maintenance personnel for members (eg., carpenters, equipment maintenance men)?

No ☐ Yes ☐

Specify _____

65. Does the network have services which provide aid in recruitment of personnel for members?

No ☐ Yes ☐

Specify _____

66. Are personnel services available at the central network facility only?

Yes ☐ No ☐

Are personnel services available at a member facility if so requested?

Yes ☐ No ☐

Network studies, surveys and planning

67. Do any network personnel engage in systematic studies and/or surveys to investigate network operations, resources and needs, or other aspects of library and information service affecting networks?

No ☐ Yes ☐

Are these studies limited to research on library materials (eg., duplicat of titles, unfilled requests for materials).

Yes ☐ No ☐

Specify other kinds of research _____

Are these studies primarily done by "in-house" staff?

Yes ☐ No ☐

Specify organization or persons who perform studies_____

Specify types of personnel who perform studies._____

68. Do any network personnel participate in cooperative planning activities (eg., ad hoc committees; advisory committees required by Title III, Library Services and Construction Act)?

No ☐ Yes ☐

Specify _____

Training

69. Does the network provide in-service training programs for member personnel?

No ☐ Yes ☐

Specify (eg., content of programs; location of programs)_____

70. Does the network provide formal and/or regular courses (eg., workshops, institutes, etc.) for interested persons?

NO ☐ Yes ☐

Specify (eg., subject matter, types of persons attending, limitations)

71. Does the network provide funds for personnel to attend workshops, institutes, etc. given by library schools or other organizations?

No ☐ Yes ☐

Specify (i.e., give example)_____

72. Does the network provide scholarships or assistantships for persons interested in pursuing library or information service education leading to academic degrees?

No ☐ Yes ☐

Specify (eg., requirements, number, amount of stipend, limitations, etc.

117

Network Communication System

73. Does the network have an established communication and/or data transmission system?

No ☐ Yes ☐

Does it include a delivery service?

No ☐ Yes ☐

Specify (eg., daily messenger, etc.)_____

_____

Does it include a network-wide telephone service?

No ☐ Yes ☐

Specify(include limitations)_____

_____

Does it include radio communication?

No ☐ Yes ☐

Specify(include limitations)_____

_____

Does it include microwave communication?

No ☐ Yes ☐

Specify (include limitations)_____

_____

Does it include a teletype system?

No ☐ Yes ☐

Specify (include limitations)_____

_____

_____

_____

Does it include facsimile transmission?

No ☐ Yes ☐

Specify (include limitations)_____

_____

_____

APPENDIX B

November, 1969

Confidential Report

INTERLIBRARY COOPERATIVE ADMINISTRATORS QUESTIONNAIRE

Please return to:

Edwin E. Olson, Ph.D.
School of Library and Information Services
University of Maryland
College Park, Maryland 20742
Telephone: (301) 454-3016

Confidential Report

November, 1969

INTERLIBRARY COOPERATIVE ADMINISTRATORS QUESTIONNAIRE

Introduction

This questionnaire is designed to achieve two central objectives: to learn something about administrators of interlibrary cooperatives and to gain information about the phenomenon of interlibrary cooperation.

It is divided into five main sections: I. Organizational and Decision-making Characteristics, II. Staff and Budget Aspects, III. Network Administrator Characteristics, IV. General Issue and Attitude Items, V. Network Development.

The answers you provide to this questionnaire will be kept confidential. They will be published only in statistical tables presenting data for all cooperatives in our survey; no cooperative will be identified with information provided in this questionnaire.

Instructions

1. Most of the questions require only a "yes" or "no" answer. Others ask for factual information while still others ask your opinion.

2. Please do not feel, however, that you need to have an opinion or answer in every case. For some questions, for example, you may wish to write, "Haven't thought about it", "No idea", "No opinion", or "Not sure".

3. Directions for answering some questions are included in capital letters. In some instances, directional arrows are included to lead to more specific questions or to indicate questions which may be skipped.

I. Organizational and Decision-making Characteristics

1. Name of network _____

2. Address _____

_____

_____

3. Telephone number _____ - _____
(area code)

4. Person completing questionnaire _____
(name)

_____
(title)

5. Date of beginning of planning to set up network _____
(month) (year)

6. Date of beginning of network operations _____
(month) (year)

7. Total number of libraries in network _____

8. Number of libraries currently in network by type of library

(ENTER NUMBER)

_____ academic (private)
_____ academic (public)
_____ public
_____ school (private)
_____ school (public)
_____ special (non-government)
_____ special (government)
_____ information centers (non-government)
_____ information centers (government)

9. Type of libraries which are eligible for membership in the network?

(CHECK ONE OR MORE)

_____ academic (private)
_____ academic (public)
_____ public
_____ school (private)
_____ school (public)
_____ special (non-government)
_____ special (government)
_____ information centers (non-government)
_____ information centers (government)

10. Which of these categories represents the largest area presently served by the network?

(CHECK ONE)

_____ city
_____ metropolitan (includes suburbs)
_____ county
_____ multi-county (within one state)
_____ multi-county (crossing state boundaries)
_____ state-wide
_____ multi-state or regional
_____ national
_____ other (SPECIFY _____
_____
_____)

11. Which of these categories represents the largest area which the network could potentially serve?

(CHECK ONE)

_____ city
_____ metropolitan (includes suburbs)
_____ county
_____ multi-county (within one state)
_____ multi-county (crossing state boundaries)
_____ state-wide
_____ multi-state
_____ national
_____ other (SPECIFY _____
_____
_____)

12. On the average, how far are the member libraries from each other and from the network center? (PLEASE ATTACH MAP IF POSSIBLE)

_____ miles from each other
_____ miles from the network center

13. How many users are served by the smallest and the largest member library?

Smallest library _____ (name) _____ (no. of users served)

Largest library _____ (name) _____ (no. of users served)

14. Which figure best represents the flow of services in the network?

(CHECK ONE)

_____ Figure 1.
_____ Figure 2
_____ Figure 3
_____ Figure 4
_____ Figure 5 (PLEASE CONSTRUCT AN APPROPRIATE FIGURE BELOW)

Figure 1

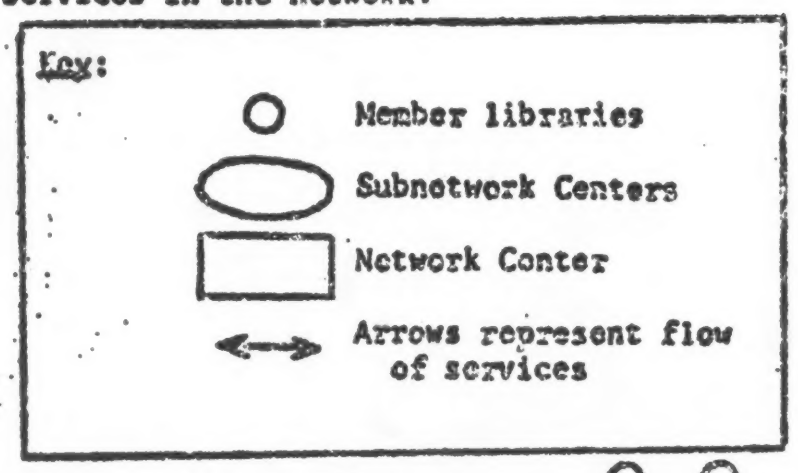


Figure 2

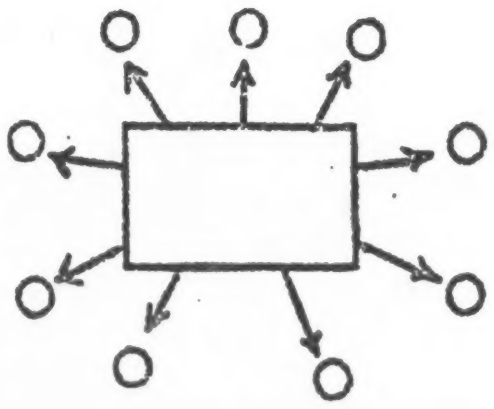


Figure 3

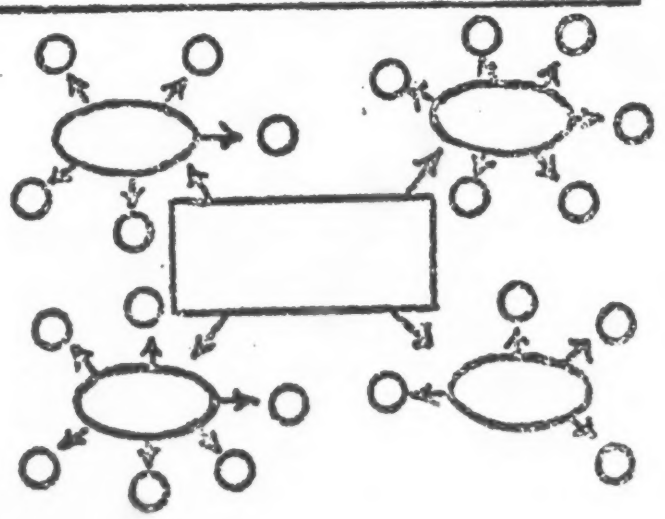


Figure 4

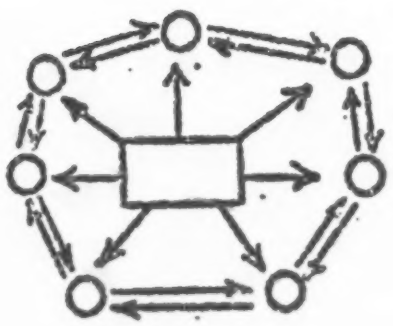
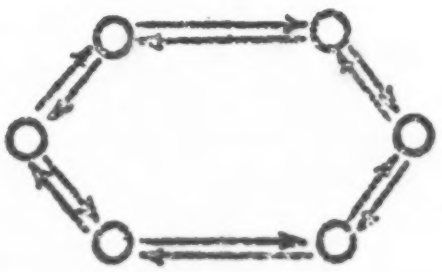


Figure 5 (CONSTRUCT)



15. Is a statement of the network's goals or purposes available?

_____No _____Yes

(PLEASE ATTACH STATEMENT TO QUESTIONNAIRE)

What are the principal goals of the network?

16. What were the principal factors or events which led to the formation of the network?

17. What persons and/or organizations or agencies were primarily responsible for getting the network started?

(CHECK ONE)

_____Librarians in libraries which became members

_____Top executives of the parent organization of the member libraries (e.g., University presidents, deans, city manager, corporation president)

_____Budget officers in parent institutions (e.g., comptroller, state budget office)

_____Officials in state government agency (e.g., state librarian)

_____Officials in the federal government

_____Influential user groups in member libraries

_____Community or institutional groups (e.g., business, professional associations, civic group)

_____Equipment manufacturers

_____Other (Specify _____)

18. Is the network incorporated?

_____No _____Yes

19. What means are used to bind the members together (e.g., letters of agreement, contracts, program plans)?

20. May members withdraw from the network?

____No ____Yes

If they reenter, do they pay a penalty (e.g., back dues)?

____No ____Yes

Is the penalty greater than the cost of staying in the network?

____No ____Yes

21. Have some members left the network since it began planning or operations?

____No ____Yes

What reasons did they give for leaving?_____

_____

Were there any other reasons for leaving?_____

_____

22. Does the network have a formal written agreement between itself and a funding agency other than its members?

____No ____Yes

Specify the nature of the agreement:

23. What is the source of major network policy decisions, such as setting priorities or approval of network projects?

24. If network is governed by a board or council, please describe how members of the board are chosen.

25. Does the network have formal committees established to deal with network operational matters?

___No ___Yes

Specify what committees have been formed and the kind of members of each committee (e.g., head librarian, outside experts)

Committee	Kind of Members

26. Have informal or ad hoc committees and/or meetings evolved to deal with network operational matters?

___No ___Yes

Specify what kind of committees or meetings have formed and their participants.

Committee or meeting	Participants

27. Rank the following persons or groups according to their influence in making network policy.

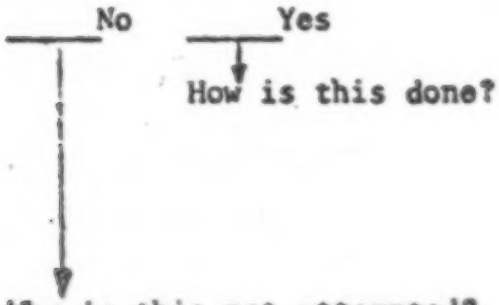
___ Executive council
___ Board of directors
___ Network director
___ Network staff
___ Member library staff
___ State government agencies (e.g., state library)
___ User groups in member libraries
___ Local government agencies (e.g., city government)
___ Community or institutional groups (e.g., business, professional associations, civic group)
___ Equipment manufacturers
___ Other (Specify _____)

126

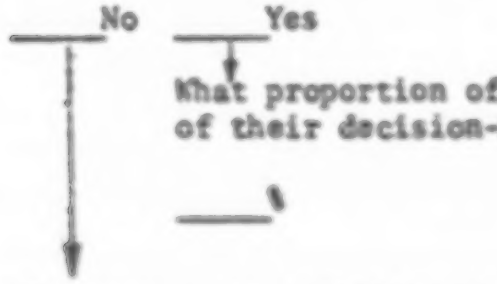
28. Please describe the principal areas of conflict among the members of the cooperative (e.g., differences over issues, ideological or personality conflicts).

29. What techniques or mechanisms are used by the network to resolve conflicts?

30. Does the network attempt to influence the direction of the activity of its members in any way, for example, to increase service to a certain user group?



31. Does participation in the network require a member to surrender some of its decision-making power to the network?



32. What percentage of the members have to agree to an important network decision before it can become policy and be implemented?

33. Which resources or services of the network are most heavily used? Please list the major service activities and a general indication of the volume of each activity (e.g., reference questions--50/week).

Service Activities	Volume
_____	_____
_____	_____
_____	_____
_____	_____

34. Do any persons or groups, including yourself, advocate network expansion into new service areas?

_____No _____Yes

Please indicate who these persons are and what new service is advocated.

(CHECK ONE OR MORE)		New Service Advocated
_____	executive council	_____
_____	board of directors	_____
_____	network director	_____
_____	network staff	_____
_____	member library staff	_____
_____	state government agencies (e.g., state library)	_____
_____	user groups in member libraries	_____
_____	local government agencies (e.g., city government)	_____
_____	community or institutional groups (e.g., business, professional associations)	_____
_____	equipment manufacturers	_____
_____	other (Specify_____)	_____
_____	none of the above	

What are the major reasons for this interest in new services?

What are the major reasons for this lack of interest in new services?

3

35. Do you depend on any organization outside of the network for providing services to members?

____No ____Yes

List these organizations and their services.

Organization	Service

36. Are there any other organizations which offer services which are the same as or similar to those offered by the network?

____No ____Yes

List these organizations and their services.

Organization	Service

37. Do any other cooperative arrangements exist between the parent institutions of the libraries in the network (e.g., inter-university consortium, regional council, metropolitan government)?

____No ____Yes

Please describe these arrangements.

38. Has the network established any working relationships with other library or information networks?

____No ____Yes

What are the extent of these relationships?

II. Staff and Budget Aspects

39. What is the number of staff in regular network operations for the past three years, if applicable? (DO NOT INCLUDE SPECIAL PROJECT STAFF; THEY ARE TO BE LISTED IN QUESTION 42.)

Type of Staff	Number paid from network funds (FTE)*			Number paid directly by members to perform network functions (FTE)*		
	1969	1968	1967	1969	1968	1967
1. Student assistants (if applicable)	—	—	—	—	—	—
2. Clerical staff	—	—	—	—	—	—
3. Technicians and sub-professional staff	—	—	—	—	—	—
4. Librarians	—	—	—	—	—	—
5. Other professionals (e.g., director, subject experts) LIST BY POSITION:						
_____	—	—	—	—	—	—
_____	—	—	—	—	—	—
_____	—	—	—	—	—	—
_____	—	—	—	—	—	—
*FTE = Full-time equivalent						

40. What is the sex distribution of the currently employed librarians and other professionals listed above?

	Number located in central facility	Number located in member libraries
Men	_____	_____
Women	_____	_____

41. What special training or experience, if any, have the subprofessional and professional staff had to prepare them for serving in library networks? (DO NOT INCLUDE YOURSELF)

Technicians and sub-professional staff _____

Librarians _____

Other professional _____

42. What is the distribution of type of staff in current special projects?

Type of Staff	Special Project Title: _____	Special Project Title: _____
	No. of Staff (FTE)*	No. of Staff (FTE)*
1. Student assistants (if applicable)	____	____
2. Clerical staff	____	____
3. Technicians and sub-professional staff	____	____
4. Librarians	____	____
5. Other professionals (e.g., director, subject experts) LIST BY POSITION:		
_____	____	____
_____	____	____
_____	____	____
*FTE = full-time equivalent		

43. How many professionals and technicians and sub-professionals are currently being recruited by the network or by a member library to perform a network function?

	Number to be paid from network funds (FTE)	Number to be paid by members to perform network functions (FTE)
Openings for professionals	_____	_____
Openings for technical and sub-professionals	_____	_____

FOR EACH UNFILLED POSITION, PLEASE ANSWER THE FOLLOWING:

What is the position? (e.g., circulation)	What experience or education is required?	Where would the work be performed? (e.g., member library)	How long has position been unfilled?	What is main reason position is not filled?

(IF ADDITIONAL UNFILLED POSITIONS use reverse side of page)

44. What were the financial bases of regular network operations and special projects, if any, for the past three years? (USE CALENDAR YEAR OR FISCAL YEAR)

Sources	Actual dollars received for network activity			Dollar value of resources or services allocated to network activity (e.g., personnel and equipment)		
	1969	1968	1967	1969	1968	1967
Regular Operations						
membership support (sustaining dues)	—	—	—	—	—	—
charges to members (for specific services)	—	—	—	—	—	—
charges to non-members (for specific services)	—	—	—	—	—	—
local support (specify agency) _____	—	—	—	—	—	—
state support (specify agency) _____	—	—	—	—	—	—
federal support (specify agency) _____	—	—	—	—	—	—
private foundation support	—	—	—	—	—	—
gifts and endowments	—	—	—	—	—	—
other (specify)						
_____	—	—	—	—	—	—
_____	—	—	—	—	—	—
_____	—	—	—	—	—	—
TOTAL	—	—	—	—	—	—
Special Projects (Specify sources of support)						
_____	—	—	—	—	—	—
_____	—	—	—	—	—	—
_____	—	—	—	—	—	—
_____	—	—	—	—	—	—
_____	—	—	—	—	—	—
_____	—	—	—	—	—	—

45. If the members pay dues or a regular fee for network membership, please list the fee schedule or basis for the dues.

_____

_____

_____

46. If the members are charged for specific services they receive, please list the most important services and the basis for the charges.

Services	Charges
_____	_____
_____	_____
_____	_____
_____	_____

47. Are you attempting to expand the network budget or change the bases of your financial support?

____No ____Yes

From what source do you hope to receive more support (e.g., members, foundation)?

What are the major obstacles to obtaining more support from network members?

Why is this not attempted?

48. Are you attempting to increase the number of network members?

____No ____Yes

What kind of members do you hope to add to the network?

What are the major obstacles to increasing the number of members?

Why is this not attempted?

III. Network Administrator Characteristics

This section asks about your own background, education and work experience. Answers to these questions will permit us to compare network administrators by type of network and with other administrative groups such as business and federal executives.

49. Sex:
_____Male
_____Female

50. Present age:_____

51. Do you have formal education in library science?

_____No _____Yes

Please give the nature of your library education:
_____undergraduate minor in library science
_____fifth year bachelor's in library science
_____master's degree in library science
_____Ph.D. in library science
_____other (PLEASE SPECIFY:_____

52. Year you completed your formal library education: _____

53. Do you have formal education beyond the bachelor's in another field?

_____No _____Yes

Please give the nature of your advanced work:
___additional hours in (SPECIFY FIELD OF STUDY):_____
___master's degree in (SPECIFY FIELD OF STUDY):_____
___Ph.D. in (SPECIFY FIELD OF STUDY):_____
___Other:_____

54. Since graduation from college, please summarize the non-library work experience you have had (include military experience):

Type of work (such as high school teaching)	Number of Years

55. Please give the three most recent full-time library positions held. Arrange in chronogogical order with most recent listed first.

Name of Position	Institution	Number of Years
_____	_____	_____
_____	_____	_____
_____	_____	_____

56. If you were asked in some formal place, such as in a passport application, to name your occupation, what would you give?

_____

57. How long have you held your present position? _____

58. How did it happen that you got into network activity, i.e., what factors entered into your choice?

59. Which of the following best describes how you feel about making a job change in the near future?

_____ I have only recently taken this position and therefore do not anticipate a move in the near future.
_____ I am pretty well settled where I am. I do not anticipate a change.
_____ I am actively interested in making a job change.
_____ While I am not actively seeking a change, I am interested in openings which occur and would certainly be prepared to change jobs if the right opportunity came along.

60. In contemplating making a job move, what factors would enter into your decision? (If you do not intend to move, what factors enter into your staying where you are?)

What do you see as the most important things you should do in your present role?

2. What have you found to be the main satisfactions and rewards of your present role?

63. What have you found to be the main dissatisfactions and frustrations?

64. In view of your experience in library networks, what aspects of your professional education and training have been most useful?

PLEASE WRITE IN, IN RANKED ORDER OF IMPORTANCE.

1.

2.

3.

65. In view of your experience in library networks, what have been the major inadequacies in your professional education and training?

PLEASE WRITE IN, IN RANKED ORDER OF IMPORTANCE.

1.

2.

3.

IV. General Issue and Attitude Items

66. Some people we have talked to feel that something needs to be done to change the types of people being attracted into librarianship. What is your assessment?

67. What are the most important personal qualities which librarians need to adequately perform a network role in a central network facility or in a member library?

68. Have any network staff members left because of problems in adequately performing a network role?

____No ____Yes

Please describe the situation.

69. What is the particular role of library schools in training people to perform network roles? What is the role of library networks themselves?

Library School Role	Library Network Role

70. A number of barriers to effective interlibrary cooperation have been discussed in the literature. Please indicate the extent of your agreement or disagreement about whether each of these "barriers" is or was a significant impediment to interlibrary cooperation in your network by placing a check [✓] in one of the columns. If a barrier is not applicable to your network, write "N.A." next to the barrier.

Barrier	Strongly Agree	Agree	Neutral or Undecided	Disagree	Strongly Disagree
1. Lack of creative administrative leadership					
2. Difference in size of library collections					
3. Lack of appropriate state enabling legislation					
4. Thinking of only one type of cooperation (e.g., interlibrary loans or school-public library)					
5. Lack of properly trained staff					
6. Unpredictability of demands on the library by its legitimate users					
7. Fear of loss of local automony					
8. Failure of small libraries to realize the value of resources of larger libraries					
9. Incompatibility of equipment, procedures, and rules between libraries					
10. Distance between libraries and distance of users from the library					
11. Lack of adequate funds					
12. Mistrust between librarians					
13. Unawareness of successful cooperative efforts in other states					
14. Complacency and self-satisfaction					
15. Custodial mentality of librarians					

Barrier	Strongly Agree	Agree	Neutral or Undecided	Disagree	Strongly Disagree
16. Fear by large libraries of being overused and undercompensated					
17. Lack of knowledge of needs of users					
18. Assumption that each library has unique rather than common needs					
19. Lack of contacts with voluntary and governmental agencies engaged in areawide cooperation					
20. Limitations on access to academic and special libraries					
21. Institutional competition between school and public libraries					
22. Too many local government taxing units					
23. Lack of understanding by laymen of library needs					
24. Large number of institutions providing library service					
25. Cumbersome fiscal practices of local governments					
26. Clash of personalities					
27. Unwillingness to experiment					
28. Lack of public interest and concern for total library services					
29. Jealousy and stubborness					
30. Inadequacy of libraries to serve their own needs					
31. Lack of information about the true functions of different types of libraries					
32. Inertia and indifference					
33. Delays in satisfying needs and requests of users					

71. Which of the following possible results of library cooperation are most likely to happen in your network. Please rank the items with "1" being the most likely result, "2" the second most likely, etc.

_____ Greater efficiency in library activity, i.e. reduce costs of providing service.
_____ Increase the number of services available to library patrons, i.e. create new services.
_____ Improve the quality of existing services, i.e. reduce the constraints on services already being provided.
_____ Expand the number of users who receive services, i.e. provide services to people not being served now.

72. Underneath this paragraph is a series of statements. Each statement says something about jobs or occupations. Please "rate" each statement by placing an "X" at the point in the chart that most closely corresponds with your degree of agreement or disagreement with the statement.
IMPORTANT: Please go through these statements one at a time and just once. When you complete a statement, go on to the next one. Please do not refer to a statement again once you have completed it.

Example:

To me, it's important in an occupation that a person be able to make money.

Disagree__:__:__:__:__:__:X:__:__:__Agree

Work is most satisfying when there are hard problems to solve.

Disagree__:__:__:__:__:__:__:__:__:__Agree

All things considered, working for a large private business firm appeals to me.

Disagree__:__:__:__:__:__:__:__:__:__Agree

To me, it's important in an occupation for a person to be able to carry out his own ideas without interference.

Disagree__:__:__:__:__:__:__:__:__:__Agree

All things considered, working for a library network appeals to me.

Disagree__:__:__:__:__:__:__:__:__:__Agree

It is more important for a job to offer opportunity than security.

Disagree__:__:__:__:__:__:__:__:__:__Agree

To me, it's important in an occupation that a person be able to see the results of his own work.

Disagree__:__:__:__:__:__:__:__:__:__Agree

73. This question is designed to find out how network administrators feel about a number of issues. Please give us your general reaction to each of the following statements by indicating whether you tend to agree or disagree. The statements have been made in the library literature and elsewhere.

	Strongly Agree	Agree	Neutral or Undecided	Disagree	Strongly Disagree
1. The leadership in this profession is by and large conservative and largely concerned with protecting the status quo					
2. Libraries have simply failed to respond to changing times and changing needs					
3. Major improvements in local library service can be expected from increased interlibrary cooperation					
4. There is probably not much the average library administrator can do to effect change much one way or another					
5. A technician level is needed in libraries to relieve the time of the professional					
6. The computer offers some but no major advantages for the network					
7. A different kind of person is needed in the existing and developing cooperatives than is being used in most libraries					
8. Library schools should produce people more interested in systems and networks than in a certain kind of library					
9. In networks it is very important to set up rules for people to follow					
10. In networks there is a problem in communicating rules and procedures to members					

	Strongly Agree	Agree	Neutral or Undecided	Disagree	Strongly Disagree
11. It is impossible to have an effective network without a strong executive					
12. The principal task of a library network is to establish areas of responsibility for each of its members					
13. Network members are basically oriented toward their own self-interest and not toward the interest of the network as a whole					
14. "Interlibrary conflict" would be a better term to describe our network than "Interlibrary cooperation"					
15. One of the main problems with libraries is that they are trying to provide too many services					
16. Networks should concentrate upon providing marketable services which no single member could produce					
17. In networks it is important to set priorities that will cause member libraries to change their own goals					
18. In networks it is important to develop projects which will receive financial support by the members					
19. The main problem in I-L cooperation is the lack of leadership to accomplish the job					
20. It is easier for widely-separated libraries of the same type to cooperate than it is for neighboring libraries of a different type					
21. Library networks are one of the important prototypes of the future					

	Strongly Agree	Agree	Neutral or Undecided	Disagree	Strongly Disagree
22. Network members cannot plan an effective network without guidance from a research and development expert					
23. A national network of networks is a realistic goal for the future					

V. Network Development

74. What changes would you like to see happen in your network situation in the short run?

75. In the long run, what changes would you like to see happen?

76. What are the prospects of realizing your aims. What stands in the way? Please explain your situation.

77. Are there any research activities which your network should undertake which would be helpful for network development?

_____No _____Yes

What kind of research?

78. How likely is it that the network will go out of existence?
(CHECK ONE)

_____ very unlikely
_____ unlikely
_____ don't know
_____ likely
_____ very likely

79. How likely is it that the network will achieve its stated goals?
(CHECK ONE)

_____ very unlikely
_____ unlikely
_____ don't know
_____ likely
_____ very likely

80. Are there any other factors about your network we should take into consideration in analyzing the results of this study?

_____No _____Yes
↓
Please specify.

THANK YOU FOR YOUR ASSISTANCE IN THIS STUDY.

APPENDIX C

Cooperative Directors' Ratings of
Agree-Disagree Items

Item	Total number answering	Number Answering: Strongly agree	Agree	Neutral or undecided	Disagree	Strongly disagree	Average (mean) rating on 5 point scale; the lower the score, the more agreement
Network Goals							
In networks it is important to set priorities that will cause member libraries to change their own goals	68	6	11	23	22	6	2.9
The principal task of a library network is to establish areas of responsibility for each of its members	83	2	23	20	35	3	3.2
Networks should concentrate upon providing marketable services which no single member could produce	83	15	37	16	10	5	2.4
In networks it is important to develop projects which will receive financial support by the members	82	6	37	25	10	4	2.6
Organizational Problems							
In networks it is very important to set up rules for people to follow	83	9	37	16	15	6	2.7
In networks there is a problem in communicating rules and procedures to members	85	9	49	9	16	2	2.7

Cooperative Directors' Ratings of
Agree-Disagree Items

Item	Total number answering	Number Answering: Strongly agree	Agree	Neutral or undecided	Disagree	Strongly disagree	Average (mean) rating on 5 point scale; the lower the score, the more agreement
General Orientation Toward Networks							
A national network of networks is a realistic goal for the future	85	13	52	12	6	2	2.2
Major improvements in local library service can be expected from increased inter-library cooperation	86	34	43	4	4	1	1.8
Library networks are one of the important prototypes of the future	83	43	36	3	0	1	1.6
Manpower Aspects							
A different kind of person is needed in the existing and developing cooperatives than is being used in most libraries	84	9	27	19	28	1	2.9
Library schools should produce people more interested in systems and networks than in a certain kind of library	82	7	24	31	17	3	2.2
A technician level is needed in libraries to relieve the time of the professional	86	37	38	7	1	3	1.8

APPENDIX C

Cooperative Directors' Ratings of Agree-Disagree Items

Item	Number Answering						Average (mean) rating on 5 point scale; the lower the score, the more agreement
	Total number answering	Strongly agree	Agree	Neutral or undecided	Disagree	Strongly disagree	
Network Leadership and Development							
The main problem in I-L cooperation is the lack of leadership to accomplish the job	82	7	28	21	21	5	2.9
It is impossible to have an effective network without a strong executive	83	22	40	10	10	1	2.1
Network members cannot plan an effective network without guidance from a research and development expert	83	1	12	16	41	13	3.6
Problems of Cooperation							
Network members are basically oriented toward their own self-interest and not toward the interest of the network as a whole	83	3	35	17	26	2	2.9
"Interlibrary conflict" would be a better term to describe our network than "Interlibrary cooperation"	86	0	7	3	36	40	4.3

APPENDIX C

Cooperative Directors' Ratings of
Agree-Disagree Items

Item	Total number answering	Number Answering: Strongly agree	Agree	Neutral or undecided	Disagree	Strongly disagree	Average (mean) rating on 5 point scale; the lower the score, the more agreement
It is easier for widely-separated libraries of the same type to cooperate than it is for neighboring libraries of a different type	84	5	23	24	27	5	3.0
Other							
The computer offers some but no major advantages for the network	81	1	28	10	30	12	3.3
The leadership in this profession is by and large conservative and largely concerned with protecting the status quo	85	11	33	11	28	2	2.7
Libraries have simply failed to respond to changing times and changing needs	83	20	28	6	25	4	3.0
There is probably not much the average library administrator can do to effect change much one way or another	86	4	1	2	45	34	4.2
One of the main problems with libraries is that they are trying to provide too many services	84	3	10	8	38	25	3.9

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